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FROM THE

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SELECT COMMITTEE

ON

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SCHOOLS OF ART;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE,

MINUTES OF EVIDENCE,

APPENDIX, AND INDEX.

Ordered, by The House of Commons, to be Printed, 8 July 1864.



Martis, 8º die Martii, 1864.

Ordered, That a Select Committee be appointed to inquire into the constitution and working, and into the success, of the Schools of Art wholly or partially supported by Government Grants, or otherwise assisted by the Government, and into the system upon which the sums granted by Parliament for the promotion of National Education in Art are distributed and administered.

Mercurii, 16° die Martii, 1864.

Committee nominated of-

Sir Stafford Northcote. Mr. Lowe. Mr. Adderley. Mr. Edward Egerton.

Mr. Tite. Mr. William Ewart. Mr. Bazley.

Mr. Trefusis.

Mr. Cave.

Mr. Maguire. Mr. Gregson.

Mr. Arthur Mills.

Mr. Crum-Ewing. Mr. Potter.

Ordered, That the Committee have power to send for Persons, Papers, and Records. Ordered, THAT Five be the Quorum of the Committee.

Veneris, 18° die Martii, 1864.

Ordered, THAT Mr. Salt be added to the Committee.

Martis, 3° die Maii, 1864.

Ordered, That the Select Committee do consist of Sixteen Members. Ordered, THAT Mr. Bruce be added to the Committee.

Lunæ, 23° die Maii, 1864.

Ordered, That the Committee have leave to adjourn from place to place.

Veneris, 8° die Julii, 1864.

Ordered, THAT the Committee have power to report their Opinion and Observations, together with the Minutes of Evidence taken before them, to the House.

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REPORT.

THE SELECT COMMITTEE appointed to inquire into the Constitution and Working, and into the Success of the Schools of Art, wholly or partially supported by Government Grants, or otherwise assisted by the Government, and into the System upon which the Sums granted by Parliament for the Promotion of National Education in Art are distributed and administered;——Have considered the matters to them referred, and have agreed to the following REPORT:—

The point to which Your Committee have particularly directed their attention is, the manner in which the Department of Science and Art deals with the several Schools of Art established in London and in various parts of the country. They have not left out of view the fact that a very large proportion of the grant annually made to the Department is expended upon the Museum at South Kensington, and that the Museum is supported as an important branch of the system of Art Education. But they have not thought it necessary to inquire minutely into the details of that expenditure, or to enter upon questions which have, within a few years, formed the subject of the Report of another Committee of your Honourable House. In any remarks, therefore, that Your Committee may make upon the Museum, they will confine themselves to the question of its relations to the other parts of the general system of National Education in Art.

Twenty-seven years have now elapsed since the first establishment (in 1837) of a Government School of Design. In the course of those years, various changes have taken place in the views of those who have from time to time had the direction of the Art Education of the country, and in the systems on which they have acted. The period from 1837 to 1852 may be regarded as a period of experiment, during which the Government endeavoured to supply a remedy for the alleged artistic inferiority of our manufactures to those of other countries, by the maintenance of a head school of Design in London, and of a limited number of provincial schools in the chief seats of manufacturing industry, with a view to the direct promotion of Ornamental Art. The questions which arose in the course of this experiment were numerous, and did not admit of immediate solution. The several Reports of the Council of the School of Design, and the evidence taken before a Committee of your Honourable House in 1849, show what the nature of those questions was. Among the more important were these :- out of what funds the schools ought to be supported; what class of students ought to be admitted into them; whether the course of instruction to be followed in them should be immediately and exclusively directed to the formation of designers for special objects of manufacture, or whether it should embrace elementary teaching of drawing on a large scale; and whether it should extend to the cultivation of the general taste of the public, as well as to the special education of the ornamental artist; what should be the relations between the head school and the provincial schools, and what should be those between the local committees, the masters of the provincial schools, and the Government.

At the time when the great changes which took place in 1852 were determined on, the chief features of the system were these:—The Central School at 466.

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Somerset

Vide Appendix.

Somerset House was under the immediate control and management of the Board of Trade. The number of students attending it, including those in the Female School, was 454; the amount of fees paid by them was 4421.; there were no local subscriptions, and the cost to the Government, excluding the charge for management, was 3,474 l. Connected with the head school was a small collection of casts and examples of ornament, which, for want of space for its display, was of little practical use. There were 17 provincial schools, attended by 2,842 students, paying 1,994 l. in fees, and receiving 6,850 l. in direct grants from the Government, besides their share in the sums voted for the purchase of examples and books, for lectures, for inspection, and for general management. These sums amounted to 4,730 l. A sum of 3,447 l. appears to have been received from voluntary local subscriptions. Many of the arrangements of these provincial schools were regulated by the local committees, but the masters were appointed and paid by the Board of Trade, and were required to follow the course of instruction prescribed by it. The salaries paid to the provincial masters varied from 150 \hat{l} . to 400 l. a year. The Government also provided the schools with examples, and other "outfit," free of charge. It was, however, found difficult in practice to carry on the course of instruction prescribed by the Government, on account of the great need of elementary teaching which existed among the students. It was also found difficult to obtain from the manufacturers any adequate subscriptions for the support of the schools; and the Government, which had originally required that a sum equal to the public grant should, in every case, be provided from local resources, found it necessary to relax that rule in many instances. The position of the provincial schools was on these accounts unsatisfactory; while the head school in London was imperfectly developed, and was by no means accomplishing all that was expected of such an institution. The whole cost of the schools in London and in the provinces, including management, as shown by the Estimate of 1851-2, be established, and had endeavoured to secure a certain amount N000, 21 saw

In the early part of 1852 the Board of Trade, being desirous to place the schools upon a more satisfactory footing, proposed the constitution of a Depart-See Board of Trade ment of Practical Art. In making this proposal to the Treasury, the Board of Trade intimated their intention to consider whether it might not be proper "to " concentrate the assistance rendered by the Government in the establishment " of either one, or a very few schools, in which only pupils might be admitted " who had already acquired the rudiments of artistic education, and had evinced "their aptitude for its further advancement, leaving it to local exertion to "provide this elementary instruction." and reduce accommodate exact of a state "Upon the constitution of the new Department, its superintendents (Mr. Cole

and Mr. Redgrave) addressed a letter to the President of the Board of Trade, which was presented to Parliament with the Estimate of 1852-3, in which they laid down, as "a leading principle of its future management," that it should endeavour "to make the Department, as far as practicable, self-supporting in "all its branches." The system adopted by this Department, which was shortly afterwards remodelled, and became "the Department of Science and Art," may be thus described :- The direct support which had been given to the provincial schools was gradually withdrawn from them. The Government ceased to appoint the masters, or to pay their salaries. They handed over the appointments to the local committees, and, generally speaking, though subject to some stipulations or recommendations as to the apportionment of the fees, they left the local committees to make their own bargains with their masters. They ceased to supply the schools with outfit and examples gratuitously, and substituted a system of selling them at a reduced price. They greatly improved the central school in London, in which they undertook the training of masters for the benefit of the provincial schools. Of this training school they undertook the entire cost and the entire management. They or ganized a highly elaborate and complete system of instruction in all branches of Art connected with, or bearing on, Manufactures. They encouraged the masters in training to qualify themselves to teach upon this system, by granting to them certificates on their passing certain stages of the course, and by attaching to those certificates a money value proportioned to the extent of the masters' acquirements. They encouraged the schools to pursue the course, by offering to the students medals, and other prizes, for proficiency in it, and by making grants to the school of books and examples in respect of the medals gained; Inigint

letter to Treasury, 29 Jan. 1852. Appendix to First Report of Department of Practical Art, p. 298.

they also offered to the students a special inducement to master the scientific branches of the course by the establishment of free studentships, to be held by those who passed in certain specified stages. They developed largely the Redgrave, Ev. Central Department by the establishment of the Masters' Training School, and 107, 108. by the formation of the important Museum, which now occupies a prominent position among the institutions connected with the Department. They undertook to give a wide range to the influence of these central institutions by opening the Training School to students from the country, and granting them not only free instruction, but an allowance of from 5 s. to 30 s. a week for their maintenance while attending it; by admitting students to the Museum, and by lending articles from the Museum, as well as books from the central library, to the several schools. They further encouraged the Provincial Schools by the appointment of pupil-teachers, who were paid by the State, to assist the Redgrave, Ev. 106. masters in their work; and by the grant of funds in aid of the building of schools, with a view to secure their erection on a good system, and upon satis- Coleand Redgrave, factory terms.

In return for these advantages, the Government required the schools to make provision for the admission of the artisan class to the regular school course on very moderate terms, and for the extension of elementary teaching of drawing to the children in the National Schools. The first of these objects they proposed to attain by requiring that an evening class should be open at a fee of 6 d. a week, or 2 s. a month in each provincial Art School. To attain the second, they at first made it a condition of the establishment of a School of Art in any place that a certain number of local public schools should be found willing to provide the whole of their scholars with at least one drawing lesson a week, First Report of and to pay the master of the School of Art not less than 5 l. a year for giving it. Department, Prac-This condition was, in fact, a cardinal point of the new system. Under the tical Art, p. 9. previous system the Government had selected the places in which schools should be established, and had endeavoured to secure a certain amount of local support by requiring a guarantee that half the cost should be provided from local sources: "but the result has shown," say the authors of the First Report of the Department of Practical Art, "that very few localities have kept the engagement, "and in many places it has been proved that the more the Government aided, "the less the locality did for itself. It therefore became necessary," they proceed to say, "to change the system, unless Art was only to be taught as a "charity; and the Board of Trade resolved, not indeed to discourage any local "desires for Art education, but to measure the expression of them by the local "acts; to take performances rather than promises as the grounds for rendering "assistance, and to endeavour to establish a self-acting system." Schools of Art were accordingly established, not only in places selected by the Government on account of their presumed importance as seats of manufacturing industry, but in all places where local committees could be formed, and where three (or five) public schools could be found willing to pay 5 l. a year for instruction in drawing. Under this system the number of provincial schools has risen from 17 to 90. But the condition respecting the payments on the part of local public schools has been gradually relaxed, and by the latest Minutes has been entirely Coleand Redgrave, put an end to. .to-105. vilauherg saw sloods Ev. 103-105.

The connection between the provincial Schools of Art and the primary or parochial schools is, however, still preserved, and constitutes an important feature in the system. Of the 87,330 persons whom the Department numbered among its students in 1863, 71,423 were children attending parochial schools and receiving one or two drawing lessons a week from the master of the neighbouring School of Art, or from some of his assistants, or from their own schoolmaster in case he held a certificate of competency from the Department. 3 design and

It may now be convenient to describe generally the nature of the changes which have recently been made in this system. In the autumn of 1862, and the spring of 1863, four Minutes were passed by the Committee of Council on See Appendix. Education, the first of which provided that certain payments should be made on results of instruction in drawing in schools for the poor, which payments were to be divided in varying proportions between the master of the School of Art who had superintended the instruction, and the managers of the primary school in which the instruction had been given, according as the master of the latter did or did not hold a certificate of competency to teach drawing; and that certain payments should also be made in respect of pupil-teachers who 79466. might

Ev. 117-132.

might pass a certain examination. These last payments were to be made to the master of the School of Art, or to the managers of the primary school, according as the pupil-teacher had been taught by the one or the other master.

The second Minute provided that, from the 1st October 1863, payments should cease to be made upon certificates taken by masters of Schools of Art, that "a system of payments on results should wholly regulate the payments to Schools of Art, and that such payments should be made only on behalf of artisans, children of the labouring poor, scholarships, persons in training as Art teachers, or employed as designers for manufacturers."

The third Minute abolished prize studentships, and Art pupil-teacherships, and established in lieu thereof local scholarships and national scholarships; the number of the former to be regulated at each school by "the number of chil-"dren taught drawing in schools for the poor in connection with the local Art "School," the number of the latter to be 15 in all, and to be annually offered in

competition to the various local schools.

The fourth Minute prescribed in detail the conditions on which the payments on results contemplated by the second Minute should be made. These conditions are exceedingly complicated, and their effect cannot be understood without a tolerably familiar acquaintance with the details of the course of instruction. The payments which may be claimed are classed in the Minute under seven heads, but several of these admit of subdivision, and, upon a closer examination, the number of heads under which distinct claims for payment may be made on account of work done in the School of Art, or in the schools for the poor connected with it, appears to be 12, besides the payments which may be claimed on the local scholarships under the third Minute, and those for the instruction of pupil-teachers under the first. The full effect of the conditions will not be understood upon a mere perusal of the Minute, since several of the payments are stated to be claimable in respect of the local medals and national medallions gained in different stages; and in order to know what payments it is possible for a school to gain, it is necessary to refer to the rules which regulate the grant of medals; these are contained in earlier Minutes, and are themselves somewhat complicated. The 23 stages into which the course of instruction is divided are subdivided into 61 sections; of these there are 14, in which (as appears from the Directory published by the Department) no local medals can be gained; and there are only 31 in which national medallions can be gained. In some sections students who have in a previous year obtained local medals, but not national medallions, may again send up works for the national competition, although they cannot receive a second local medal. In other sections they may obtain local medals, and forward the works for national competition in Your Committee cannot present a complete account three different years. of all these intricacies, but there is one point to which they feel bound to call attention, as some stress has been laid upon it. Payment will only be made on medals and medallions gained by artisans. But all classes are equally entitled to compete for them; and the number of each that can be gained in any school is limited. It may therefore happen that a number of artisans may reach the medal standard, but that, being beaten by students of the higher classes, they may fail to obtain them; and as the medals gained by the higher class of students are not entitled to payment, the payment will in such case be entirely lost to the school.

Having thus described the general outlines of the system of Art Instruction previously to 1852, the system which obtained from 1852 to 1863, and the changes recently made in the latter, Your Committee proceed to inquire into the question of expense. They have endeavoured to ascertain the cost per head of the instruction of each student under the old and the new systems respectively, with a view to compare the expense incurred by the State under the present system with that incurred under the system which existed before 1852; but they have found some difficulty in fixing a fair basis for the comparison. It is not easy to say how much of the expenditure upon the Museum at South Kensington ought to be set down as expenditure incurred on account of the Schools of Art. The Museum is undoubtedly to be regarded as an instrument of Art Education, and its cost must be reckoned among the items of the National Grants for the promotion of that education; but it cannot fairly be said that the Museum is supported simply for the benefit of the

16,000

16,000 or the 90,000 students who are directly or indirectly connected with the several Schools of Art. It must in fairness be looked upon as a national insti- Cole, 4457. tution, designed to improve the taste of the public at large, and thus to accomplish one of the main objects which the promoters of Art Education have always proposed to themselves, that of creating a demand for a superior class

of Art in connexion with Manufactures.

Your Committee are of opinion that as the principles upon which the average cost per head is to be calculated are open to much doubt, such calculations cannot satisfactorily be made the basis of a comparison between the cost of the existing Schools of Art and the old Schools of Design. On the other hand, it is easy to compare the whole amount of the old Vote for Schools of Design with the whole amount of the new Vote for the Department of Art. The whole estimate for the former, as has been observed, amounted in 1851 to 15,000 l.; while in 1864 the estimate for Art Education, including the cost of the Museum and a proportion of the charge for general management, amounts to 90,000 l.

Mr. Cole points out that the broad difference in principle between the two Cole, 4451.

Ev. 4316. systems is, that formerly it was the Government which decided in what locality Schools of Design should be established, whereas now each locality decides for itself whether it will have a school or not. "The Department," he says, "has "laid down no rule where State assistance shall be given, and where it shall not." He proceeds to point out that if it should be considered sound policy to extend Schools of Art to all towns having a population of 5,000 and upwards, upon the assumption that every such town desired to have a School of Art, and that the present rate of working were continued, the additional cost to the State would be about 95,000 l. According to this view the whole estimate

might possibly in course of time reach 200,000 l. a year.

Mr. Cole argues that the system is rapidly becoming a self-supporting one, inasmuch as the average cost of each student to the State is much less than it formerly was. This fact (assuming the correctness of the calculation on which it rests) might be fairly used to show that more students are taught for each pound expended by the State than were taught under the former system. It is, of course, evident that as the fees paid per head by the students have not diminished concurrently with the diminution in the cost per head defrayed by the Government, a greater proportion of the whole cost of the student's education is now borne by himself; and it is arguable that the same process may continue until the cost of education per head has been reduced to the amount paid in fees, or the fees have been raised so as to cover the cost of education. If this point could be reached, the system would undoubtedly become self-supporting, and it would be a matter of no concern to the National Exchequer how widely it might spread; but, so long as the cost of instruction exceeds the amount received from fees, the difference must be borne either by local contributions or by grants from the public purse; and under those circumstances a self-acting system, which admits any place fulfilling certain conditions to a share in the public grants, obviously tends, in proportion as it is successful, to throw an increasing charge upon the Treasury.

It is, therefore, important, before inquiring into the details of the present arrangements, or into the value of the results obtained under them, to inquire what prospect there is of the system really becoming in any true sense a selfsupporting one; that is to say, what prospect there is of the total cost being covered by the total receipts from fees. Mr. Cole considers that "the pro-"gressive increase which has taken place in the fees is evidence of the "soundness of the principle adopted in managing the schools. If one could "contemplate a system," he adds, "by which the people, being instructed, "would pay the total cost of their instruction, that possibly would be the per-"fection of a system, and that they are getting on to doing it I have no doubt at "all; it may be some years yet before they pay quite enough, but I think the "evidence shows that they are going on, and paying more than formerly. If "only the localities would rid the students of the cost of the buildings, I have "not a doubt that, with a little stimulus in the shape of Government prizes and "some auxiliary payments, not of any great amount, the schools would be "thoroughly self-supporting." Now it appears that the receipts from fees in the year 1863, were 18,425 l., while the expenditure out of public funds upon Vide Appendix.

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466.

Ev. 4453.

Ev. 231.

Cole, 4454.

Vide Appendix.

Ev. 29. 176. 299.

the Art Schools alone, exclusive of the expenditure upon the Museum, and exclusive also of the charge for management, was 46,636 l. Adding to this expenditure, on the part of the public, the amount of the local contributions, which may be taken at from 2,200 l. to 2,400 l., we find that the excess of expenditure over the amount received from fees is about 49,000 l., which sum may accordingly be taken as the measure of the amount by which the system at present falls short of self-support. If the expenditure remains constant, the fees must be tripled before they can meet it. If the fees are not raised, the expenditure must be reduced to about one-third of its present amount before it is brought down to the self-supporting level. Your Committee have not received any evidence tending to show that either of these conditions is very likely to be fulfilled. The total amount of the fees received in the year is indeed increasing; but this increase is consequent, not upon any alteration in the rates of the fees, but upon the increase in the number of students. The average rate of fees paid, except in the Central School, is now lower than it was in 1851. In the provincial schools the average rate is now 13s. $9\frac{3}{4}d$. against 14s. $0\frac{1}{2}d$. in 1851. Nor does the system at present in force admit of any material increase in this rate. It is true that no limit is fixed upon the amount which may be charged to the morning classes, and Mr. Cole points out that the fees received from the students who attend those classes form an important element in the receipts of the schools. But it is still necessary that three evening classes in the week should be open at a charge not exceeding 2s. a month; and that a certain proportion of children should be taught drawing in the elementary schools at an almost nominal charge, or even without any charge at all. These two requirements, which have hitherto been regarded as vitally necessary, keep down the average rate of the fees to about the present level, more especially since the limit imposed on the fees for the artisan class is found practically to prevent any great increase in those of the other classes.

See Bowler, Ev. 4202-3.
Ev. 255.

Upon the whole, therefore, your Committee are of opinion that it is improbable that the schools will ever become self-supporting upon the present system; nor do they think that the substitution of payments on results for payments on certificates will tend to make them so, unless indeed the payments on results are to be gradually contracted, either by making the results more difficult of attainment, or by gradually reducing the payments on them, and ultimately withdrawing them altogether. Mr. Cole hints at the possibility of such a process, and regards it as one of the great recommendations of the new plan. But it is obvious to ask in what manner it is expected that such a change will work; are the fees to be raised; or are larger local subscriptions to be obtained; or are the masters to be content with lower emoluments?

The difficulties which lie in the way of an increase of the income from fees have already been noticed. As regards the prospect of increased local subscriptions, no very encouraging facts have come under the notice of Your Committee. The subscriptions in 1851, when the Government grant was only 15,000 l., amounted to 3,447 l.; and in 1862, when the grant for the schools, exclusive of the Museum, was 46,000 l., they did not amount to 2,500 l. The evidence, too, which has been received from particular places, tends further to show the smallness of the probability of any material increase in local contributions. At Warrington, where a School of Art has existed since 1853, and where its value is said to be universally acknowledged, the subscriptions remain stationary, at about 30 l. a year. The secretary does not think that a rate could be raised, or that they could get much more than at present by way of subscriptions. At Stoke-upon-Trent, where the operations of the School of Art have been peculiarly successful, and where a remarkable development has, in consequence, been produced in the trade of the place, Mr. Hollins, the senior partner in the firm of Messrs. Minton & Co., states that the manufacturers generally have failed to show their appreciation of the school by very large subscriptions, and that he does not believe that if the Government grant were withdrawn, they would support it themselves. Nearly every year, he adds, reduces the amount of subscriptions. The evidence from Halifax, from Paisley, and from Norwich, is much to the same effect. At Lambeth, Mr. Gregory states, that it would be impossible to get subscriptions. Chester, where the school is considered very successful, there are no subscriptions at all, and the master states that they have never been applied for, because it has been made clear that they would be "entirely opposed to the

Brewtnall, Ev. 1453 et seq. Ev. 1473. 1486-1488. Ev. 1466, 1467. Ev. 1504. Ev. 1502. Ev. 1646.

Ev. 3889. Ev. 3891-3893. 3998. Ackroyd, 3705. 3712. Murray, 2442-2444. Keith, 2521. 2526. 2574. "spirit of the place." At Glasgow, it is stated, that the subscriptions, which at first were very liberal, have now dropped to nothing; and though the late head master, Mr. Wilson, is himself of opinion that they might be raised again, he states, that the local committees do not take the same view. Finally, Mr. Potter, who has watched the growth and progress of Art education in this country for the last 30 or 40 years, and who is well qualified to speak of the state of feeling in Manchester, gives it as his positive opinion, that if the school in that town is to be kept on as a school of design, there is not the slightest chance that it would be supported by the locality; though, he adds, that he believes a school of high Art might, and would, be kept up there.

The only town from which evidence to a contrary effect has been received is Sheffield. Mr. Parker, while stating that he does not think that the manufacturers of Sheffield appreciate the School of Art as much as they ought, nevertheless gives it as his opinion that were the Government grant withdrawn, the

school would be kept up by private subscriptions.

The idea that rates might be raised for the purpose of supporting Schools of Art, is one which has long been familiar to those who have had the direction of and the system of Government aid; but it does not appear probable that rating will be very extensively resorted to. The Cork school is the only one which is at present so supported, though it is stated that a rate has recently been agreed to at Burslem in Staffordshire. Mr. Parker, speaking of Sheffield, says that great objection would be taken to a rate in that town, and that "the public "in general who would have to pay the rate would say, Let the manufacturers "pay for themselves if they want to encourage design." A similar feeling appears to prevail in most of the towns from which Your Committee have received evidence. At Cork the rate amounts to a halfpenny in the pound, and produces 222 l. a year, which is divided between the School of Art and the Drawing School of the Christian Brothers, the amount allotted to the former Brenan, 3033being 172 1., which is considerably more than the amount received from the 3036. Government. The following calculation may be interesting:

Ev. 615, 616. Davidson, 1826. 1012. Wilson, 2600. 2602. 2642.

> 2245. 2247.

Ev. 3414.

3419, 3420.

Hollins; 3871.

3424.

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It will be seen that the school at Cork, though it receives a smaller proportion from the Government, is not more truly self-supporting than other schools. The circumstance which distinguishes its position from that of other schools is this, that it is to a great extent supported by local taxation, while, at the same time, the ratepayers who contribute to it are contributing also as taxpayers to the other schools in the country which are supported without local taxation, and in many cases by very small local contributions, or even none. Trag roins

In endeavouring to form an opinion as to the probable future prospects of the Schools of Art, and their chances of receiving such an amount of local support as may render Government aid superfluous, Your Committee have been struck with the conflict of opinion which prevails respecting the proper functions, and the actual value of these institutions. Mr. Parker says, the people of Sheffield think that the schools are specially designed for the benefit of the manufacturers. Mr. Davidson says, the people of Chester think, that the study of design may be looked upon as a part of general education without any specific application to any particular art, and that the schools may properly be supported 1466. with

See Bowler, Hv. 4202-31

> 1453 et seq. Ev. 1473, 1486 8841 Rw 14661146 Ev. 1504

Hv. 38Eg. Ev. 3891-389 3998

Ev. 3425

Ev. 1904, 1905.

Parker, 3415, 3416. 3458.

Ev. 2234. 2250, &c.

Ev. 2259, 2260. Ev. 2454. 1764, 1765.

1818.

Ev. 4222.

Ev. 280-282.

10th Report of Science and Art Department, pp. 146 et seq. Keith, 2568, Parker, 3404. Hollins, 3894. Akroyd, 3709.

Ev. 2601.

See especially 2618, 2619. 2701. 2727. 2791. 2802.

with a view to the general instruction of the lower classes in drawing. Some persons consider that the schools ought to give technical instruction in manufactures, and are disposed to think with the Sheffield manufacturers, that they do not produce the directly useful effects which they ought to produce, because they do not impart "practical mechanical knowledge." Others hold with Mr. Potter, that technical teaching has a bad effect upon taste and art generally, and would prefer schools of high Art to what are commonly known as schools of Design. Mr. Potter thinks the connexion of elementary teaching of drawing in National Schools with the system of the Schools of Art a mistake; and Mr. Murray takes the same view. Mr. Davidson, on the other hand, considers the connexion essential to the maintenance of a sound system of elementary drawing, and regards the proper teaching of drawing in the National Schools as an advantage to the Schools of Art. Mr. Bowler, Chief Inspector of Art Schools, in answer to the question, what he considers to be the type of a successful school, replies that his opinion would be a good deal qualified by the locality of the school, and intimates that he thinks some schools should aim at the education of a large number of elementary students, while others should rather aim at giving instruction of a high class, bearing directly upon the manufactures of the district.

It does not appear necessary to extract from the evidence all the conflicting opinions given as to the actual value of the schools. It is admitted generally, that the taste of the country has, of late years, improved very materially, though to what extent that improvement is due to the direct operation of the Schools of Art is questioned by some witnesses. Your Committee, without going into a minute investigation of the precise relative importance of all the different causes which have combined to produce the effect, are prepared to state, as the impression which they have received from the whole of the evidence, that the schools have, upon the whole, contributed largely to the improvement which has taken place, and that great national advantage has been derived from them. Mr. Cole, on being asked what evidence he could produce to show the effects of the schools, referred Your Committee to the opinions of a number of English manufacturers, and of a number of foreign jurors of 1862, which are collected in the Appendix to the 10th Report of the Department of Science These opinions confirm the evidence which Your Committee have received as to the general improvement in English taste as applied to manufactures, and they are, upon the whole, extremely favourable to the Schools of Art, especially as witnessed at South Kensington, where the "School Museum" elicits the warm admiration of the French reporters. The evidence supplied by the opinions of the foreign jurors is, of course, of a more general character than that which comes from the manufacturers. The foreigners could know little of the operation of the provincial schools. The manufacturers speak from personal acquaintance with the working of the provincial schools, and are able to say how far they have received direct benefit from them, and to what extent they are employing workmen who have been educated in them. Their answers, though many of them complain that enough is not done to teach Art with a view to its direct application to manufactures, are, upon the whole, to the effect that the schools are of great advantage to their designers and workmen.

It would seem, however, that though a great number of manufacturers are ready to declare themselves more or less satisfied of the value of the schools, their appreciation of them is not yet likely to carry them so far as to the point of supporting them by their subscriptions. Nor does it appear to Your Committee that the new principles introduced into the system of the Department of Science and Art by the recent Minutes are likely to induce the manufacturers, or the public at large, to take a more liberal view upon this point. The extreme complication of the system, and the rigidity of some of the rules which it is found necessary to enforce, and of which a more particular account will presently be given, will probably be found to deter rather than to attract subscribers. Mr. Wilson gives it as his opinion, that the present system discourages persons from subscribing to the schools, because "the Department has ruled the schools without "reference to the local authorities, or to the local wants as they are felt "by the inhabitants of the various cities in which the schools are estab-"lished." Mr. Wilson's further evidence is to the effect that a system of payment on results, which must almost of necessity be a rigid system in order to secure fairness, discourages masters, students, and subscribers, inas-

much

much as it admits of too little adaptation to the special wants of the locality. Again, the close connexion which is established between the Schools of Art and the elementary or primary schools is likely to have a somewhat unfavourable influence upon subscriptions. In manufacturing towns like Manchester and Paisley, the manufacturers do not generally recognise the elementary teaching as being of sufficiently direct value to themselves to make it worth their while to support it; while in cathedral cities like Chester, it is said that See Potter, 2259, persons who subscribe largely to institutions of a distinctly charitable character 2260. would look upon subscriptions to a drawing school as alien from the spirit of the place. Indeed the difficulty which is experienced in keeping up the pay- Davidson, 1912. ments from the parochial schools to the Schools of Art, affords a proof of the correctness of this view.

If, then, no great amount of additional income is to be expected from fees, from subscriptions, or from local rates, the only means remaining by which the schools can be made self-supporting is by a reduction in their expenditure; and such a reduction the Government will undoubtedly have the power of enforcing through the operation of the new system of payment on results. "The advantage of the new system," says Mr. Cole, "is, that you can keep the "expenditure more under control. You have only to raise the standard from "time to time, and thereby you can keep the total sum under control."

subsequent evidence is to the same effect.

What the effect of such a reduction in the Government grants as is here hinted at would be, it is not easy to foresee. In some places, even where it is now thought impossible to raise more money, it would probably lead to some increase of local subscriptions. The withdrawal of the old salaries of 200% or 300 l. a year, has in some places been attended by such a result; as for instance was the case at Manchester, where Mr. Potter states, that the subscriptions were "forced up" from 221 l. to 381 l., and donations to the amount of 287 l. were also elicited by the withdrawal of the Government grant in 1863. The same, according to Mr. Parker, would probably be the result at Sheffield; and it may be assumed as probable, that towns of the importance of Manchester and Sheffield would make a considerable effort rather than allow it to be supposed that they could not support a School of Art. On the other hand, it is possible that there may be some cases like that of Belfast, in which the withdrawal of the old grant led to the abandonment of the school. Mr. Hollins states, that this will probably be the case at the Stoke-upon-Trent and the Hanley Schools; but there are exceptional circumstances connected with the position of these schools, which perhaps render it unfair to take their case as an illustration. Mr. Cole, speaking generally, gives it as his opinion, that if the poor schools, i. e. the parochial schools, are to be taught, a payment must be made for their teaching; and that the maintenance of the system of prizes, medals, and examinations is essential to the existence of the Schools of Art; but that, while it would not be safe abruptly to abolish direct payments, they might gradually be abolished in respect of the teaching both of the middle classes and the artisans, without injury to the schools. He considers that, if the local committees would supply all the material wants of the schools, such as rent, lighting, and cleaning, and would give all the fees to the masters, the schools would do very well. Your Committee do not believe that the gradual withdrawal of Government aid would occasion the absolute abandonment of any large number of the more important schools; they incline to think that it would more probably have the effect of reducing in the first place the income of the masters, then of causing irritation on the part of the local committees, and, perhaps, ultimately of leading to the entire rejection of the Government system, and to the conversion of many of the schools into middle class schools, supported by adequate fees, and to the casting off of the parochial school teaching.

Your Committee have now to advert to some of the specific complaints which have been made against the recent changes. First among these stands the complaint made by the certificated masters that a breach of faith has been committed by the substitution of a system of payment on results for a system of fixed payments on their certificates. They contend that expectations were held out to them by the Government that if they would study the course of teaching prescribed by the Department of Science and Art, and would qualify themselves to teach that course in the schools assisted by the Government, they should receive for teaching in those schools a certain annual payment proportioned to 466.

Ev. 255.

538.

Ev. 2227-2230.

Cole, 567.

Ev. 3878. 3895.

4517, 4518.

4550. 4559. 4400.

their proficiency in the prescribed course, provided they complied with the conditions which the Government might from time to time lay down. They point to the certificates granted to them by the Department, and argue that these contain a guarantee of a fixed annual payment to be continued as long as they are engaged in teaching in Government Schools of Art; and they allege that some of the masters received direct verbal assurances from officers

of the Department that such a payment would be secured to them.

On the other hand, it is contended that the notice on the certificate does not amount to a guarantee that the annual payment should be permanently continued. It is argued that the masters are the servants, not of the Government but of the local committees; that the payments made on the certificates are to be regarded, not as payments to the masters themselves, but as contributions towards the income of the schools applicable to the payment of the masters; that the question whether there is a guarantee or not is therefore a question, not between the Government and the masters, but between the Government and the local committees; and that when the question is regarded from this point of view, it is quite clear that no permanent guarantee has been given to any local committee, because the form of undertaking in use on the establishment of new schools contains this sentence: "After the expiration of the first year, "whether any allowance is to be afforded in aid of the masters' income must " depend upon the position of the school and future arrangements with the local "committee;" and because, moreover, the Department, in recommending a master to any school, always described the school as a "self-supporting one."

The question is somewhat complicated, because it embraces two kinds of agreements, the direct agreement between the Government and the master, and the indirect agreement between the Government and the local committee. The arrangement with respect to payments on certificates appears to have been made in the first instance with a view to the protection of the master. The payment was in the nature of a salary, which was paid by the Government to an officer in the service of the local committee. It was, therefore, in one sense, a personal payment to the officer; in another sense it was a contribution to the funds of the

local committee.

In so far as regards the agreement between the Government and the local committee, it is clear that there is no ground for treating it as more than a

temporary one.

But the case, as it regards the agreement between the Government and the masters, is somewhat less clear. It cannot be denied that the master had a direct personal interest in the payment on his certificates distinct from the indirect interest of the local committee. The committee did not usually pay anything towards the salary of the master; they gave him a share of the fees, and he had his certificate money to make up his income. If he lost his certificate money, the committee were in no way bound to make it up to him; and supposing the certificate money to be withdrawn, and no other Government payment to be substituted for it, he might be a loser to the full amount of the sum so withdrawn.

The masters, then, being thus directly interested in the continuance of the certificate payments, plead that they entered into the service of the Department, devoted their time to the study of its peculiar system, and engaged themselves in teaching under its peculiar conditions and restrictions, upon the understanding that they were to be treated as salaried officers of the Government; and they support their plea by arguments drawn, first, from the language of the certificates, and of certain Minutes and public announcements; and, secondly,

from the reason of the case.

As regards the particular expressions used in the certificates and other documents put forth by authority, Mr. Sparkes quotes from the Report of the Department for 1854 a passage, in which the Department speaks of being empowered to guarantee the masters certain incomes for a limited time, "and, "in addition, to make fixed annual payments according to their acquirements." He quotes, also, another passage, in which the certificate money is spoken of as "the only permanent payment the teacher will receive from the Department." Mr. Brewtnall, the secretary to the Warrington School of Art, quotes a passage from a Minute of March 1854, in which it is stated that when a master has received a certificate of competency to teach any group, he shall receive the annual sum allotted to it as long as he is engaged in teaching under

Cole, 4475.

Cole, Ev. 4365. Ibid.

Cole, Ev. 4371.

Ev. 826.

827.

Ev. 1552.

the inspection of the Department, and fulfilling the necessary conditions. The certificates themselves, too, at least at one period, contained the following expression: "Annual value attached to this certificate for the Besides the expressions thus admitted into the formal Minutes and Reports of the Department, Your Committee find that assurances of an informal character have at various times been given to individual masters by officers of the Department, which might naturally confirm the impression that the certificate money was in the nature of an assured salary. Mr. Sparkes quotes a letter from Mr. Redgrave, written in 1856, containing the following passage: "As to your " objections to the certificates not having any guaranteed value, I cannot quite "understand to what you refer; it is true their value depends on the holders "being engaged in teaching, otherwise the payments upon them are as certain "as any other Government salaries or gratuities." Mr. Sparkes also mentions a conversation reported to him by another gentleman, in which Mr. Burchett, the head master of the training school, is said to have used language as strong as, or even stronger than, that quoted from Mr. Redgrave's letter.

Such assurances as these, taken in connexion with the terms of the certificates, undoubtedly suggest a contract, which, however, it is probable that the Department did not intend to enter into; and it must be admitted that they afford a plausible if not a sound ground for an assumption on the part of the masters, that they were entitled to consider themselves as the salaried officers of the State. They are, however, somewhat qualified by the connexion in which they stand with the general features of the whole system, which were

perfectly well known to the masters.

It may fairly be inferred, from the whole tenor of the arrangements, that the Government looked forward to a time when the receipts from fees and local contributions would be sufficient to cover the whole expense of the schools, and that whenever that condition should be realised, they would consider themselves at liberty to withdraw all pecuniary aid from them. It would be unreasonable to suppose that the Government could be held to be precluded from so acting by the terms of their engagement with the certificated masters. The highest point to which the claim of the masters can be advanced, is that they should be treated as salaried Government officers; but it has never been held that the Government is bound to retain and pay officers whose services are no longer required. Nothing is more common than to find that, on the adoption of some new measure of general policy, as, for instance, on the abolition of an excise duty, for the collection of which a large number of officers have been employed, serious changes are made in the position of a great many public servants. Some are altogether thrown out of employment; others suffer by the loss of promotion to which they had every reason to look forward, but their hopes of which are destroyed by the remodelling of their Department. The former class receive some compensation for the abolition of their offices, but it is usually on a scale much below the salaries they were previously receiving. The latter class generally receive no compensation at all. In all such cases, the Government thinks it fair to act liberally towards its servants, but it can never allow a measure of general policy to be set aside out of consideration for the supposed claims of its own officers.

Applying this principle to the case of the Schools of Art, Your Committee are clearly of opinion that, if it was right as a measure of general policy to substitute a system of payment on results for a system of payment on certificates, the engagements made with the masters cannot be regarded as a bar to such substitution, even if the masters be regarded as standing on the same

footing as other salaried officers.

It may be observed, in addition, that they cannot be regarded as standing exactly on this footing, because while their certificate money depended on their continued employment, their continued employment depended not entirely upon the will of the Government, but on that of the local committees also. A local committee might at any moment have closed its school, or changed its master, and in either case the master's claim to certificate money would have been extinguished, while he could have had no right whatever to call on the Government to compensate him for its loss. It is obvious, too, that if the Government had chosen, instead of substituting a payment on results for the payment on certificates and the other payments made by them, to continue the certificate money, but to withdraw all the other advantages they had given to 466.

Ev. 807.

809.

the schools, and had called upon the local committees to provide, out of fees and subscriptions, what had hitherto been provided by Government grant, they would have dealt a much severer blow to the schools than they have actually done, and would have rendered the position of the masters much less certain, while there would have been no pretence for contending that the verbal conditions of their engagement had been broken.

As regards the arguments drawn from the reason of the case, it appears to Your Committee that there is much force in the argument that the certificate payment was intended to remunerate the masters for the work which they are called upon to do at unremunerative rates of fees. If a master is called upon to give up time, which he might turn to more profitable account, to the instruction of artisans at a low fixed rate of fees which he is forbidden to raise, and of elementary pupils in the primary schools from whom he is probably to receive no payment at all, it stands to reason that he ought to be compensated for his labour by those who require it of him.

This principle, however, may be said to have been kept in view in the new Minutes as well as under the former system. The results on which payment is now to be made are to be results obtained from the artisan classes and the children in the primary schools; and the payments will therefore be distinctly made in respect of that portion of the work which is unremunerative. Mr. Bowler considers that in the schools where there are many artisans, the masters will rather gain than lose by the substitution of the new for the old mode of payment; and whether Mr. Bowler is correct in this view or not, his evidence goes to prove that such at least is the intention with which the new system has

been introduced.

While, therefore, Your Committee consider it right that, as long as unremunerative work is required of the masters, some payment should be made to them in respect of it, and while they admit that the certificate payments were intended as remuneration for that work, they do not consider that the substitution of the principle of payment on results for that of the principle of fixed payments is necessarily wrong. They have also already said that they do not consider it to involve a breach of any contract entered into between the Government and the masters, or between the Government and the local committees. The strongest point in the case of the masters, which is exceedingly well stated by Mr. Sparkes, is, that they are a body of men, many of whom have given up an open profession, which might have proved remunerative to them, in order to follow one in which their remuneration depends greatly upon the arrangements of the Government; and Your Committee are of opinion, that in examining the question of payment on results, it will be fair to take into consideration not only the general merits of that system, but also its particular bearing upon the position and pecuniary interests of the masters.

As the general reasons which have led to the adoption of the system of payment on results in the Schools of Art are probably the same as those which have led the Government to recommend, and Parliament to agree to, the same system as the best mode of encouraging primary education, and as Your Committee consider that it would not become them to enter into an examination of those general reasons, or into the arguments which may be urged against them, they confine themselves to the question how far the cases of primary and of secondary education are identical in this respect, and what are the special difficulties to be overcome in the case of the latter which do not exist in that of

the former.

Mr. Beresford Hope, in his able letter to the Chairman of Your Committee, contends that an exclusive system of payments on results is unsuited to the case of systematic encouragement of Art education by the State, because there is not a sufficiently general recognition of the advantages of Art teaching to produce a supply of pupils to keep pace with that of masters. The State, he contends, "must deal with Art teachers as men who have a mission to propagate "that which is indeed useful and true, but which may for the time being not be popular. It has in many cases to create, and not to supply, the want. Payment on results presupposes the existence of that want." An argument of a less abstract kind, but very much in harmony with this, is advanced by many of the masters themselves. They say that they frequently find among their pupils an indisposition to follow the course of teaching prescribed by the Government; the pupils have views of their own, and it is difficult to make them see the ad-

vantage

Ev. 4204. 4207.

Ev. 1183-1193.

See Appendix.

Ev. 1033-1035.

vantage of the Departmental routine; and they maintain that this difficulty would be enhanced, and that they would find themselves in a position of embarrassment, if their pupils had any reason to suppose that the masters were urging them to pursue a particular course, not with a view to their own good, but in order to produce results which would augment the masters' income.

The following extracts from the evidence of Mr. Hollins, who speaks as a manufacturer, and from long acquaintance with the condition of the Potteries,

confirm the view thus advanced by the masters:

"The payment of a master on the results of his teaching is objectionable for Ev. 3882 et seq. " several reasons; they are quite willing to admit that, in the parochial schools, "the system of payment by results is, perhaps, fair, and likely to be carried out "with advantage to all parties; but the position in which the scholars of the "two descriptions of masters are placed is very different. In the parochial " schools, of course the master has full control over his pupils, and that control is " also backed by the parents of the children, who pay the fees for the school; and, "therefore, of course, the master has every advantage in carrying out his teaching, "which is likely to produce the best results. But if you go to the schools of "design, you find the state of things very different there; the boys, or rather "the young men, for there are few in the schools under the age of 15, most of "them are over that age, and many of them considerably older, are quite inde-" pendent, not only of the master of the school, but of their own parents. In " most instances they pay their own fees to the school, and expect that, in some "measure, their wishes and interests may be consulted as to the style of "drawing that they should be allowed to study in the school, and frequently "express a desire for that class of drawing which is likely to be of assistance "to them in the particular branch of trade in which they are engaged." " many cases, I believe, they would not follow it unless it was in some way to " oblige the master. In fact, I may state that during the last examination, the " master of our school found it exceedingly difficult to obtain the completion of " several drawings in time for examination, so much so, that he told me that in " one case he was obliged to give a pupil his dinner at his own house for a fort-" night, and he gave several others their tea, and had it made in the evening for "them, in order to obtain their attendance for the length of time which he "knew would be necessary to complete the drawings. If those drawings had " not been completed, of course he would have lost all results upon them, as "they would not have gained the medals that they have done, for I believe we "have obtained, according to the last report, something like 30 medals." "We could only do so by calculating upon the results which this school has "obtained; but we apprehend that those results might be placed in a very "different position when the pupils find that the master is entirely in their " hands, and quite dependent upon them for his salary." "You give the master " an inducement to teach the pupils in a certain course, specified by the Depart-" ment, upon which alone he can obtain results; you give the pupil no induce-" ment for drawing from those examples; the only inducement that is held out to " the pupil is the medal. Now the medal is really held of very little value by many " of the students, so much so that I know, in the schools in the Potteries, there " are several medals still lying in the hands of the masters that have never been " claimed by the pupils."

A somewhat different, but not less serious, objection to the adoption of the principle is pointed out by Sir Charles Eastlake. He says, "If I understand the matter rightly, there is a certain premium now attached to the results in those " schools. I am not prepared to say that that is a safe principle, because it might "tempt the masters in certain schools to get up a very imposing display of "works, whether conformable to the real objects of the Department or not, and "a false estimate might be formed of the supposed advancement of the school."

Sir Charles adds, that he should not be opposed to a system of rewarding on results if the results were spread over a sufficient time, because in the end it would probably be satisfactory, "but from year to year it would be a dangerous "stimulus, and might lead to bad results." In a subsequent part of his evidence Sir Charles explains that what he principally fears is "a misdirection of the "teaching," and a "misapplication of study" in the schools with a view to the production of an imposing show of work. Referring to a complaint made by some of the witnesses that too much time was sometimes spent by the students over particular works, he says, "if the object were to produce very elaborate and " highly 466. b 4

3882.

3883.

3885.

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Ev. 4119.

"highly studied works to make an impression, that would be another source of danger, that they would employ too much time over things that were not really worth it." A somewhat different form of the same danger is glanced at by Mr. Bowler, who says there have been cases in which a master, instead of patiently taking the student through a course of training, has set the competition example at once before him, so that the student is obliged to work with the greatest care, minuteness, and delicacy, and that this partly accounts for the immense time which is stated by some witnesses to be spent by the students over particular drawings.

3553· 3481.

Ev. 3540.

475.

Ev. 2626.

Sir C. Eastlake considers that, with a strictly defined course of instruction, such as that which the Department has adopted and of which he entirely approves, and with competent examiners, there would probably be sufficient safeguards against the dangers he apprehends. But it may be observed that the first of these suggested safeguards, viz., a strictly defined course of instruction, is open to the objection that, if too rigorously insisted on, it cramps the energies of the master, and destroys the interest of the student. That this is its tendency may be inferred not only from the complaints made by the masters, but from such remarks as those of Mr. Maclise, that there is a "want " of enthusiasm" apparent in the works sent up for inspection, and from such criticism as is contained in the following extract from the Report of M. Charles Robert, cited in the Appendix to the tenth Report of the Department of Science and Art: "The models adopted in England are excellent, the instruction is " properly organized, the resources are in a certain sense unlimited, and the "designers of South Kensington show, by prodigies of patience, what may "be done by personal energy, when stimulated by all kinds of encouragement. "But their conscientious efforts, the traces of which may be followed out in "copies mathematically exact, and scrupulously worked up, and in compositions "which are still awkward, lose their value when placed beside the broad and " bold designs of our workmen. By the arrangement and balance of the masses, "by the intelligent sacrifice of minute detail, by the true feeling of outline of "form, and of the relative value of tones, these latter appear often to have "divined or comprehended the fundamental laws of Art."

Mr. Redgrave says of the Schools of Design in France, that he "cannot find out "that they have any system whatever; every school seems to work according to its "own will . . .; if any new piece of ornament has been brought out by a cele-"brated ornamentalist they would all work at it to get the new style rather than "work upon the old examples which we enforce upon our students here." "We believe," he adds, "that they have no system at all." It is very probable that the French are placed at some disadvantage if they have, as Mr. Redgrave says, no system at all; but it may be worth considering whether an equal disadvantage might not result from having too much system. There is danger, as Mr. Wilson points out, in "a mere system of routine and mannerism, generated by any autho-"rity operating upon the minds of the whole of the people throughout the country." The very carefully constructed system of instruction which has been put forth by the Department of Science and Art cannot fail to be of high value to the Art Education of this country; but it appears to Your Committee to be very questionable whether it would be desirable to force that system, in all its

details, upon every school in the United Kingdom.

Ev. 4208. Ev. 3528. Ev. 261.

On this ground, mainly, Your Committee are induced to doubt the expediency of the new plan. Other objections have been taken to it. It is said it will be difficult to guard against the danger of a master's "touching up" the works of his pupils, and so earning payment unfairly. Mr. Bowler, Sir C. Eastlake, and Mr. Redgrave, all recognise this danger, and do not seem to have a very clear perception of the mode in which it is to be obviated. Sir C. Eastlake treats it as a moral question, and suggests a declaration on the part of the master. Mr. Redgrave, and with him Mr. Cole, look to the jealousy of the other students as a safeguard against favouritism; but when the question is not whether A. or B. shall get a prize, but whether a sufficient number of works can be brought up to a standard, the spirit of jealousy will hardly be evoked. The difficulty is enhanced by the fact mentioned to Your Committee by the master of the St. Martin's-lane school, on the occasion of their visit, that some masters find it desirable, for the sake of the instruction, to touch the works of their pupils to a greater or less extent; and though such touches, made merely by way of correction, will probably be easily discerned by a

practised

practised eye, it is obvious that a door may thus be opened to what might become fraudulent practices. But though Your Committee are of opinion that there is force in this objection, and in several others which have been made to the plan of paying on results, their main ground for questioning the desirableness of the plan is that which they have stated above; viz., that it has a tendency to destroy the elasticity of Art teaching, and thus to cramp the genius of our designers, to render the schools unpopular, and to diminish

the chance of local support.

Upon a review of the whole case, Your Committee are of opinion that the system of payment on results, introduced by the recent Minutes, is not well adapted to the Schools of Art. They agree with the Department that there are inconveniences in the system of payment on certificates; but they believe that a better substitute for it might be found than that which has been adopted. In their judgment it would be more desirable to have recourse to a system of capitation payments regulated by the number of artisans receiving instruction from duly qualified teachers in well-conducted schools; and they believe that it would be easy to devise a system on this basis, and, at the same time, to impose such conditions upon the grant of public money to any school as might ensure its being applied to the education of the artisan, and might render necessary some corresponding exertion on the part of the locality.

That exertion might be called forth by making it a condition of every grant that the locality should provide and maintain suitable premises for the use of

the school.

Your Committee are further of opinion that it would conduce to the better management of the schools, and would obviate some complaints which have been made, if the capitation grants were, as far as possible, substituted for all other kinds of aid to the local schools. They think that prizes on local examinations should be curtailed, and that local medals should no longer be given. They also think that it would be well to discontinue the present system of supplying the schools with examples, and other works, at a reduced cost. That system involves a considerable expenditure on the part of the State, and gives rise to complaints which, whether they are well or ill founded, it is desirable to prevent. The local committees, aided by the masters, and availing themselves of the advice which they would always obtain from the Department, might well be trusted to make their own selections, and might be called on to make their own

purchases.

There is still another subject upon which a good deal of evidence has been given, and which demands attention. A very large proportion of the sums voted by Parliament for the encouragement of Art education, is applied to the support of the Museum at South Kensington. It is alleged, on the part of the Department, that the Museum and the establishments at South Kensington generally, are of great value to the provincial schools. It is alleged, on the part of the provincial schools, that their interests are sacrificed to those of South Kensington, and the Museum, in particular, is much less useful to them than it ought to be. It appears unnecessary to prolong their Report by an analysis of the arguments on either side. It is the opinion of Your Committee that there is a certain amount of justice on both. There can be no doubt that the fine collection at South Kensington is calculated to raise the taste of the country, or, at all events, of those persons who are able to visit it; but it is equally certain that it is only a small proportion of the provincial public which has the opportunity of doing so, and it appears that the arrangements made for circulating portions of the collection to the provincial towns are as yet far from perfection. That the collection of works of Art, and the library attached to it, are not made as useful to the country schools as they might be, is due, perhaps, in part to the fact that the local committees are but imperfectly aware of the advantages which the Department offers them, but partly also to some defects in the arrangements of the Department itself. Mr. Cole suggests some relaxations of the conditions under which works of Art are lent to the provincial schools, which he thinks might induce the local committees to borrow them more freely than at present. He also throws out some valuable suggestions as to the formation of local museums, to be supported in great part by a system of circulating some of the works of Art belonging, not only to South Kensington, but also to the National Gallery and the British Museum. These suggestions are well worthy of consideration.

Ev. 4342-4347.

Ev. 4348-4350.

Ev. 4356.

It appears, however, to Your Committee, that the complaints made on the part of the provincial schools are not likely to be satisfactorily met unless a distinct line is drawn between the sums voted for the purchase of works of Art, which are for the most part to be deposited at South Kensington, and those voted for the direct encouragement of the provincial schools. Mr. Cole appears to consider that such a separation as this would be inexpedient, and illustrates his objection by pointing to a case in which a large and unexpected demand was made upon the funds of the Department, for the purchase of a particular collection of Art treasures. But it is to this power of appropriating money voted for the promotion of Art in the country generally, to the purchase of specimens for the Museum, that the managers of the provincial schools particularly object; and Your Committee consider that it is desirable, so far as it is possible, to separate the vote for the one object from the vote for the other, so as to put an end to the suspicion that the interests of the country schools are occasionally sacrificed to those of the central Museum.

Your Committee subjoin the following Resolutions, containing the recom-

mendations to which they have agreed :-

Resolved,—That a central training school for teachers be maintained as at present, and sufficiently qualified scholars from local schools be admitted to the training school at the expense of the State, the study of decorative Art useful for manufactures being the primary object; other scholars should also be admitted to the training school upon payment of remunerative fees.

That the collection of works of decorative Art at South Kensington be made more generally useful than at present throughout the country, especially in

connection with local Museums.

That a national competition of works from all the local Schools of Art in connection with the Department continue to be held annually at South Kensington, and a limited number of prizes awarded.

That local Schools of Art be left to establish themselves wherever they can take root, and to extend their operations to all classes of society, and to charge

such fees as their managers may think suitable.

That the conditions of granting any State aid to local Schools of Art be:
(a) that night classes for artisans be open at least three times a week, at fees within the reach of artisans; (b) that the teachers be certificated, and receive the whole of the fees of the artisan classes; and (c) that the localities provide suitable premises, and pay all charges for rent, taxes, and repairs.

That no further grants be made in aid, either of building, renting, or repair-

ing Schools of Art.

That no further grants be made in aid of purchasing examples, models, casts,

or apparatus.

That it be a condition of Government aid, that a public examination of every aided School of Art be held annually, through the agency of its local committee, and that the results of such examination should be reported to the Department in such form as the Department may prescribe.

That payments to certificated Art Teachers should be so far assimilated to those made to teachers of Science, that a capitation payment should be made

for every artisan student who has received 40 lessons within the year.

That the works of the students in their examination, certified by two members of the local committee as being the student's own work, should be sent up to the Central Department.

That fewer prizes and no medals should be given by the Central Department

on local examinations of aided Schools of Art.

That if ever an Inspector reports that an aided School of Art is held in unsuitable premises, or uses bad models, examples, or apparatus, or that the teaching is deficient, aid may be wholly or partially withheld, until the local committee consent to make such changes as are deemed essential to the proper conduct of the school.

That the Votes for the Museum at South Kensington and for the Schools of Art should be kept distinct.

8 July 1864.

PROCEEDINGS OF THE COMMITTEE.

Veneris, 18° die Martii, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote.

Mr. Arthur Mills. Mr. Potter.

Mr. Bazley.

Mr. Gregson.

Mr. Edward Egerton.

Mr. William Ewart,

Mr. Adderley.

Mr. Trefusis.

Mr. Lowe.

Sir Stafford Northcote called to the Chair.

The Committee deliberated.

Adjourned to Monday, April 11, at 12 o'clock.

Lunæ, 11° die Aprilis, 1864.

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Lowe.

Mr. Tite. Mr. Crum-Ewing.

Mr. Potter. Mr. William Ewart. Mr. Bazley.

Mr. Gregson.

Mr. Edward Egerton.

Mr. Salt.

Mr. Adderley.

Mr. Maguire.

Mr. Arthur Mills.

The Committee deliberated.

Mr. Henry Cole and Mr. Richard Redgrave severally examined.

[Adjourned to Thursday next, at 12 o'clock.

Jovis, 14° die Aprilis, 1864.

MEMBERS PRESENT:

In the absence of the Chairman, Mr. AdderLey took the Chair. Afterwards, Sir STAFFORD NORTHCOTE in the Chair.

Mr. Adderley. Mr. Edward Egerton.

Mr. Salt.

Mr. Potter.

Mr. Gregson. Mr. William Ewart.

Mr. Maguire. Mr. Bazley.

Mr. Tite.

Mr. Arthur Mills.

Sir Stafford Northcote.

Mr. Henry Cole and Mr. Richard Redgrave further examined.

Rev. Robert Gregory examined.

[Adjourned to Monday next, at 12 o'clock.

Lunæ, 18° die Aprilis, 1864.

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Gregson. Mr. William Ewart. Mr. Potter. Mr. Trefusis. Mr. Cave.

Mr. Edward Egerton.

Rev. Robert Gregory further examined.

Mr. John Sparkes examined.

Mr. Bazley. Mr. Adderley. Mr. Crum-Ewing.

Mr. Arthur Mills. Mr. Tite. Mr. Maguire.

[Adjourned to Thursday next, at 12 o'clock:

Jovis, 21° die Aprilis, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote in the Chair.

Mr. Trefusis. Mr. Bazley. Mr. William Ewart. Mr. Potter. Mr. Edward Egerton.

Mr. Lowe. Mr. Adderley.

Mr. Arthur Mills.

Mr. Maguire. Mr. Gregson. Mr. Crum-Ewing.

Mr. Cave. Mr. Tite.

Mr. John Sparkes further examined.

Mr. Edward Brewtnall and Mr. Joseph Patrick Bacon severally examined.

[Adjourned to Monday next, at 12 o'clock.

Lunæ, 25° die Aprilis, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote in the Chair.

Mr. William Ewart. Mr. Gregson. Mr. Bazley. Mr. Potter. Mr. Crum-Ewing. Mr. Adderley. Mr. Edward Egerton.

Mr. Trefusis. Mr. Salt. Mr. Lowe. Mr. Maguire. Mr. Arthur Mills.

Mr. Cave.

Mr. Ellis Abraham Davidson examined.

Mr. J. P. Bacon further examined.

[Adjourned to Thursday next, at 12 o'clock.

Jovis, 28° die Aprilis, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote in the Chair.

Mr. Gregson. Mr. Potter. Mr. Bazley. Mr. William Ewart. Mr. Crum-Ewing. Mr. Arthur Mills.

Mr. Adderley. Mr. Edward Egerton. Mr. Trefusis.

Mr. Tite.

Mr. Potter (a Member of the Committee), Mr. David Murray, and Mr. Frederic Thomas Keith, severally examined.

[Adjourned to Monday next, at 12 o'clock.

Lunæ, 2° die Maii, 1864.

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Gregson. Mr. Lowe. Mr. William Ewart. Mr. Arthur Mills. Mr. Tite. Mr. Potter.
Mr. Crum-Ewing.
Mr. Edward Egerton. Mr. Trefusis. Mr. Cave. Mr. Adderley.

Mr. C. H. Wilson and Mr. Alexander Macdonald severally examined.

[Adjourned to Thursday next, at Two o'clock.

Jovis, 5° die Maii, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote in the Chair. Afterwards, Mr. Adderley in the Chair.

Mr. Gregson. Mr. Tite. Mr. Edward Egerton. Mr. Adderley. Mr. Bruce. Mr. Lowe. Mr. Maguire.

Mr. Arthur Mills. Mr. Cave.

Mr. Potter. Mr. Bazley. Mr. Crum-Ewing.

Mr. Henry Cole further examined; Mr. Jumes Brennan examined.

[Adjourned to Monday next, at 12 o'clock.

Luna, 9º die Maii, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote in the Chair.

Mr. Gregson.	Mr. Potter.
Mr. Edward Egerton.	M. O. T.
Mr. Salt.	Mr. Crum-Ewing Mr. Trefusis.
Mr. Arthur Mills	Mr. Lowe.
Mr. Adderley.	Mr Rman
Mr. Bazley.	Mr. Maguire,
Mr. William Ewart.	Mr. Tite.

Mr. Edward Parker, Sir Charles Eastlake, Mr. Maclise, Mr. Edward Akroyd, and Mr. William Binns, severally examined.

Mr. Henry Cole further examined.

[Adjourned to Thursday next, at 12 o'clock.

Jovis, 12° die Maii, 1864.

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

Mr. Adderley.	34. 0
Mr. Edman I D	Mr. Gregson.
Mr. Edward Egerton.	Mr. Lowe.
Mr. Salt	Mr. Tite.
Mr. Potter.	
Mr. William Ewart	Mr. Crum-Ewing.
TALL WILLIAM EWEEE	Mr. Arthur Mills.
Mr. Bazlev.	

Mr. M. D. Hollins and Mr. Henry Alexander Bowler severally examined. Mr. John Sparkes further examined.

[Adjourned to Monday, 23d May, at 12 o'clock.

Lunæ, 23° die Maii, 1864.

MEMBERS PRESENT:

Sir STAFFORD NORTHCOTE in the Chair.

		-10707	TOO THE TH	one Chair.
Mr. Tite.		- 1		Mr Adderley
Mr. Salt.	#10 12 m	, n* ₁₁	ī	Mr. Adderley. Mr. Arthur Mills.
Mr. Gregson.				Mr. Lowe.
Mr. Potter.		1	4	Mr. Trefusis.
Mr. Bazley. Mr. William 1				Mr. Crum-Ewing.
Mr. William 1	Ewart.			Mr. Cave.
Mr. Bruce		1		2.221 0470.

The Hon. Bouverie F. Primrose examined.

Mr. Henry Cole and Mr. Richard Redgrave further examined.

[Adjourned to Thursday next, at 10 o'clock, at the South Kensington Museum.

Jovis, 26° die Maii, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote (Chairman). Mr. Bazley. Mr. Edward Egerton. Mr. William Ewart. Mr. Arthur Mills. Mr. Adderley. Mr. Potter. Mr. Bruce. Mr. Tite. Mr. Salt. Mr. Crum-Ewing. Mr. Gregson.

The Committee met at South Kensington Museum, and visited the training schools.

[Adjourned.

Lunæ, 4° die Julii, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote in the Chair.

Mr. Potter. Mr. Lowe. Mr. William Ewart. Mr. Bazley. Mr. Edward Egerton. Mr. Gregson. Mr. Trefusis. Mr. Tite. Mr. Adderley Mr. Arthur Mills. Mr. Bruce. Mr. Maguire. Mr. Salt.

Draft Report proposed by the Chairman, read 1° as follows:-

"THE point to which Your Committee have particularly directed their attention is, the manner in which the Department of Science and Art deals with the several Schools of Art established in London and in various parts of the country. They have not left out of view the fact that a very large proportion of the grant annually made to the Department is expended upon the Museum at South Kensington, and that the Museum is supported as an important branch of the system of Art Education. But they have not thought it necessary to inquire minutely into the details of that expenditure, or to enter upon questions which have, within a few years, formed the subject of the Report of another Committee of your Honourable House. In any remarks, therefore, that Your Committee may make upon the Museum, they will confine themselves to the question of its relations to the other parts of the general system of National Education in Art.

"Twenty-seven years have now elapsed since the first establishment (in 1837) of a Government School of Design. In the course of those years, various changes have taken place in the views of those who have from time to time had the direction of the Art Education of the country, and in the systems on which they have acted. The period from 1837 to 1852 may be regarded as a period of experiment, during which the Government endeavoured to supply a remedy for the alleged artistic inferiority of our manufacturers to those of other countries, by the maintenance of a Head School of Design in London, and of a limited number of provincial schools in the chief seats of manufacturing industry, with a view to the direct promotion of Ornamental Art. The questions which arose in the course of this experiment were numerous, and did not admit of immediate solution. The several Reports of the Council of the School of Design, and the evidence taken before a Committee of your Honourable House in 1849, show what the nature of those questions was. Among the more important were these:—out of what funds the schools ought to be supported; what class of students ought to be admitted into them; whether the course of instruction to be followed in them should be immediately and exclusively directed to the formation of designers for special objects of manufacture, or whether it should embrace elementary teaching of drawing on a large scale; and whether it should extend to the cultivation of the general taste of the public, as well as to the special education of the ornamental artist; what should be the relations between the head school and the provincial schools, and what should be those between the local committees, the masters of the provincial schools, and the Government.

"At the time when the great changes which took place in 1852 were determined on, the chief features of the system were these: The Central School at Somerset House was under the immediate control and management of the Board of Trade. The number of students attending it, including those in the Female School, was 454; the amount of fees Vide App. paid by them was 442 l.; there were no local subscriptions, and the cost to the Govern-

ment, excluding the charge for management, was 3,474 l. Connected with the head school was a small collection of casts and examples of ornament, which, for want of space for its display, was of little practical use. There were 17 provincial schools, attended by 2,842 students, paying 1,994 l. in fees, and receiving 6,850 l. in direct grants from the Government, besides their share in the sums voted for the purchase of examples and books, for lectures, for inspection, and for general management. These sums amounted to 4,730 l. A sum of 3,447 L appears to have been received from voluntary local subscriptions. Many of the arrangements of these provincial schools were regulated by the local committees, but the masters were appointed and paid by the Board of Trade, and were required to follow the course of instruction prescribed by it. The salaries paid to the provincial masters varied from 150 l. to 400 l. a year. The Government also provided the schools with examples, and other "outfit," free of charge. The fees were carried to the account of the general revenue of the country. It was, however, found difficult in practice to carry on the course of instruction prescribed by the Government, on account of the great need of elementary teaching which existed among the students. It was also found difficult to obtain from the manufacturers any adequate subscriptions for the support of the schools; and the Government, which had originally required that a sum equal to the public grant should, in every case, be provided from local resources, found it necessary to relax that rule in many instances. The position of the provincial schools was on these accounts unsatisfactory; while the head school in London was imperfectly developed, and was by no means accomplishing, all that was expected of such an institution. The whole cost of the schools in London and in the provinces, including management, as shown by the Estimate of 1851-2, was $15,000 l_{\odot}$

See Board of Trade letter to Treasury, 29 Jan. 1852. Appendix to First Report of Department of Practical Art, p. 298.

"In the early part of 1852 the Board of Trade, being desirous to place the schools upon a more satisfactory footing, proposed the constitution of a Department of Practical Art. In making this proposal to the Treasury, the Board of Trade intimated their intention to consider whether it might not be proper at concentrate the assistance rendered by the Government in the establishment of either one, or a very few schools, in which only pupils might be admitted who had already acquired the rudiments of artistic education, and had evinced their aptitude for its further advancement, leaving it to local exertion to provide this elementary instruction. These more desired blands at a provide the constitution of the new Department, its superintendents (Mr. Cole and Mr.

Redgrave) addressed a letter to the President of the Board of Trade, which was presented to Parliament with the Estimate of 1852-3, in which they laid down, as faleading prin-ciple of its future management, that it should endeavour f to make the Department as far as practicable, self-supporting in all its branches. The system adopted by this Department, which was shortly afterwards remodelled, and became of the Department of 'Science and Art,' may be thus described. The direct support which had been given to the provincial schools was gradually withdrawn from them. The Government ceased to appoint the masters, or to pay their salaries. They handed over the appointments to the local committees, and, generally speaking, though subject to some stipulations or recommendations as to the apportionment of the fees, they left the local committees to make their own bargains with their masters. They ceased to supply the schools with outfit and examples gratuitously, and substituted a system of selling them at a reduced price. They concentrated their chief attention upon the central school in London, in which they undertook the training of masters for the benefit of the provincial schools. Of this training school they undertook the entire cost and the entire management. They organized a highly elaborate and complete system of instruction in all branches of Art connected with, or bearing on, Manufactures. They encouraged the masters in training to qualify themselves to teach upon this system, by granting to them certificates on their passing certain stages of the course, and by attaching to those certificates a money value proportioned to the extent of the masters' acquirements. They encouraged the schools to pursue the course, by offering to the students medals, and other prizes, for proficiency in it, and by making grants to the school of books and examples in respect of the medals gained; they also offered to the students a special inducement to master the scientific branches of the course by the establishment of free studentships, to be held by those who passed in certain specified stages. They developed largely the Central Department by the establishment of the Masters' Training School, and by the formation of the important Museum, which now occupies a prominent position among the institutions connected with the Department. They undertook to give a wide range to the influence of these central institutions, by opening the Training School to students from the country, and granting them not only free instruction, but an allowance of from 5 s. to 30 s, a week for their maintenance while attending it; by admitting students to the Museum, and by lending articles from the Museum, as well as books from the central library, to the several schools. They further encouraged the provincial schools by the appointment of pupil teachers, who were paid by the State, to assist the masters in their work; and by the grant of funds in aid of the building of schools, with a view to secure their erection on a good system, and upon satisfactory terms.

Redgrave, Ev. 107,

Redgrave, Ev. 106. Cole and Redgrave, Ev. 117-132.

"In return for these advantages, the Government required the schools to make provision for the admission of the artizan class to the regular school course on very moderate terms, and for the extension of elementary teaching of drawing to the children in the National Schools. The first of these objects they proposed to attain by requiring that a certain number of evening classes should be open at a fee of 6 d. a week, or 2 s. a month. To attain the second, they at first made it a condition of the establishment of a School of

Art in any place that a certain number of local public schools should be found willing to provide the whole of their scholars with at least one drawing lesson a week, and to pay the master of the School of Art not less than 5 l. a year for giving it. This condition was, in fact, a cardinal point of the new system. Under the previous system, the Government had selected the places in which schools should be established, and had endeavoured to secure a certain amount of local support by requiring a guarantee that half the cost should be provided from local sources: 'but the result has shown,' say the authors of First Report of the First Report of the Department of Practical Art, 'that very few localities have Department, Practical Art, et al. Art, et al. Art, p. 9.
'ment aided, the less the locality did for itself. It therefore became necessary,' they proceed to say, 'to change the system, unless Art was only to be taught as a charity; and 'the Board of Trade resolved, not indeed to discourage any local desires for Art ' Education, but to measure the expression of them by the local acts; to take performances 'rather than promises as the grounds for rendering assistance, and to endeavour to 'establish a self-acting system.' Schools of Art were accordingly established, not only in places selected by the Government on account of their presumed importance as seats of manufacturing industry, but in all places where local committees could be formed, and where three (or five) public schools could be found willing to pay 5 l. a year for instruction in drawing. Under this system the number of provincial schools has risen from 17 to 90. But the condition respecting the payments on the part of local public schools has been gradually relaxed, and by the latest Minutes has been entirely put an end to.

"The connection between the provincial Schools of Art and the primary or parochial schools is, however, still preserved, and constitutes an important feature in the system." Of the 87,330 persons whom the Department numbered among its students in 1863, 71,423 were children attending parochial schools and receiving one or two drawing lessons a week from the master of the neighbouring School of Art, or from some of his assistants, or from their own schoolmaster in case he held a certificate of competency from the Department.

"It may now be convenient to describe generally the nature of the changes which have recently been made in this system. In the autumn of 1862 and the spring of 1863 four See Appendix. Minutes were passed by the Committee of Council on Education, the first of which provided that certain payments should be made on results of instruction in drawing in schools for the poor, which payments were to be divided in varying proportions between the master of the School of Art who had superintended the instruction, and the managers of the primary school in which the instruction had been given, according as the master of the latter did or did not hold a certificate of competency to teach drawing; and that certain payments should also be made in respect of pupil-teachers who might pass a certain examination. These last payments were to be made to the master of the School of Art, or to the managers of the primary school, according as the pupil-teacher had been taught by the one or the other master.

"The second Minute provided that, from the 1st October 1863, payments should cease to be made upon certificates taken by masters of Schools of Art, that 'a system of payments on results should wholly regulate the payments to Schools of Art, and that such payments should be made only on behalf of artisans, children of the labouring poor, scholarships, persons in training as Art teachers, or employed as designers for manufacturers.

The third Minute abolished prize-studentships and Art pupil-teacherships, and established in lieu thereof local scholarships and national scholarships: the number of the former to be regulated at each school by 'the number of children taught drawing in 'schools for the poor in the local Art School;' the number of the latter to be 15 in all, and to be anually offered in competition to the various local schools.

"The fourth Minute prescribed in detail the conditions on which the payments on results contemplated by the second Minute should be made. These conditions are exceedingly complicated, and their effect cannot be understood without a tolerably familiar acquaintance with the details of the course of instruction. The payments which may be claimed are classed in the Minute under seven heads, but several of these admit of subdivison; and, upon a closer examination, the number of heads under which distinct claims for payment may be made on account of work done in the School of Art, or in the schools for the poor connected with it, appears to be 12, besides the payments which may be claimed on the local scholarships under the third Minute, and those for the instruction of pupilteachers under the first. The full effect of the conditions will not be understood upon a mere perusal of the Minute, since several of the payments are stated to be claimable in respect of the local medals and national medallions gained in different stages; and in order to know what payments it is possible for a school to gain, it is necessary to refer to the rules which regulate the grant of medals; these are contained in earlier Minutes, and are themselves somewhat complicated. The 23 stages into which the course of instruction is divided are subdivided into 61 sections; of these there are 14 in which (as appears from the Directory published by the Department) no local medals can be gained, and there are only 31 in which national medallions can be gained. In some sections students who have in a previous year obtained local medals, but not national medallions, may again send up works for the national competition, although they cannot receive a second local medal. In other sections they may obtain local medals, and forward the works for national competition in three different years. Your Committee cannot hope to present a complete account of all these intricacies, but there is one point to which they feel bound to call attention, as some stress has been laid upon it. Payment will only be made on medals and 466.

Cole and Redgrave, Ev. 103-105.

medallions gained by artisans. But all classes are equally entitled to compete for them; and the number of each that can be gained in any school is limited. It may therefore easily happen that a number of artisans may reach the medal standard, but that, being beaten by students of the higher classes, they may fail to obtain them; and as the medals gained by the higher class of students are not entitled to payment, the payment will in

such case be entirely lost to the school.

"Having thus described the general outlines of the system of Art Instruction previously to 1852, the system which obtained from 1852 to 1863, and the changes recently made in the latter, Your Committee proceeded to inquire into the question of expense. They have endeavoured to ascertain the cost per head of the instruction of each student under the old and the new systems respectively, with a view to compare the expense incurred by the State under the present system with that incurred under the system which existed before 1852; but they have found some difficulty in fixing a fair basis for the comparison. It is not easy to say how much of the expenditure upon the Museum at South Kensington ought to be set down as expenditure incurred on account of the Schools of Art. Museum is undoubtedly to be regarded as an instrument of Art Education, and its cost must be reckoned among the items of the National Grants for the promotion of that education; but it cannot fairly be said that the Museum is supported simply for the benefit of the 16,000 or the 90,000 students who are directly or indirectly connected with the several Schools of Art. It must in fairness be looked upon as a national institution, designed to improve the taste of the public at large, and thus to accomplish one of the main objects which the promoters of Art Education have always proposed to themselves-

that of creating a demand for a superior class of Art in connection with Manufactures. "Mr. Cole takes the portion of the Votes of 1863-4 fairly chargeable to Schools of Art at 40,000 l., and, dividing this sum by the total number of persons taught drawing through the agency of the Department, he finds the average cost per student to be 'some-

'thing between 8 s. and 9 s. per head.

"Mr. Bacon, on the other hand, taking the whole expenditure of 1862-3 (97,392 l.) on the Museum, and on the Schools of Science and Navigation, as well as on the Schools of Art, as the basis of his calculation, and apportioning the cost of the students in the Art Schools, and of the children learning drawing in the National Schools, in accordance with the presumed number of hours spent upon their instruction, arrives at the conclusion that the average cost of each child is $11 s. 7\frac{1}{2} d.$, and that of each student $3 l. 9 s. 11\frac{1}{2} d.$

"Lastly, in the account presented by the Department, and which will be found in the Appendix, the amount of the Government Grant for 1863-4 is taken (exclusively of the cost of general management and of the cost of the Museum) at 35,891 l.; and this sum, when apportioned to the Provincial Schools, the Metropolitan Schools, and the Training Schools, respectively, gives an average expenditure of 16s. $-\frac{3}{4}d$. per head for the students in the first, $11s. -\frac{1}{2}d$. per head for those in the second, and 68l. 9s. 6d. per head for those in the third (or training) schools. Mr. Cole gives some further explanation of this calculation.

"Your Committee are of opinion that as the principles upon which the average cost per head is to be calculated are open to so much doubt, such calculations cannot satisfactorily be made the basis of a comparison between the cost of the existing Schools of Art and the old Schools of Design. On the other hand, it is easy to compare the whole amount of the old Vote for Schools of Design with the whole amount of the new Vote for the Department of Art. The whole estimate for the former, as has been observed, amounted in 1851 to 15,000 L; while in 1864 the estimate for Art Education, including the cost of the Museum and a proportion of the charge for general management, amounts to 90,000 L.

"Mr. Cole points out that the broad difference in principle between the two systems is, that formerly it was the Government which decided in what locality Schools of Design should be established, whereas now each locality decides for itself whether it will have a school or not. 'The Department,' he says, 'has laid down no rule where State 'assistance shall be given, and where it shall not.' He proceeds to point out that if it should be considered sound policy to extend Schools of Art to all towns having a population of 5,000 and upwards, upon the assumption that every such town desired to have a School of Art, and that the present rate of working were continued, the additional cost to the State would be about 95,0001. According to this view the whole estimate might

possibly in course of time reach 200,000 l. a year.

"Mr. Cole argues that the system is rapidly becoming a self-supporting one, inasmuch as the average cost of each student to the State is much less than it formerly was. This fact (assuming the correctness of the calculation on which it rests) might be fairly used to show that more students are taught for each pound expended by the State than were taught under the former system; but it is somewhat difficult to see how institutions which, taken as a whole, now cost 90,000 l. a year, and which may hereafter cost double that sum, can be said to be more nearly self-supporting than institutions which, when taken as a whole, cost 15,000 l. It is of course evident that, as the fees paid per head by the students have not diminished concurrently with the diminution in the cost per head defrayed by the Government, a greater proportion of the whole cost of the student's education is now borne by himself; and it is arguable that the same process may continue until the cost of education per head has been reduced to the amount paid in fees, or the fees have been raised so as to cover the cost of education. If this point could be reached, the system would undoubtedly become self-supporting, and it would be a matter of no concern to the National Exchequer how widely it might spread; but so long as the cost of instruction exceeds the amount received from fees, the difference must be borne either

Cole, 4457.

Ev. 238.

Ev. 1690.

Ev. 4442-4455.

Cole, 4451. Ev. 4316.

Ev. 4453.

by local contributions or by grants from the public purse; and under those circumstances a self-acting system, which admits any place fulfilling certain conditions to a share in the public grants, obviously tends, in proportion as it is successful, to throw an increasing

charge upon the Treasury.

"It is therefore important, before inquiring into the details of the present arrangements, or into the value of the results obtained under them, to inquire what prospect there is of the system really becoming in any true sense a self-supporting one; that is to say, what prospect there is of the total cost being reduced, and of the total receipts from fees being increased. Mr. Cole considers that 'the progressive increase which has taken place in the fees is evidence of the soundness of the principle adopted in managing the schools. If one could contemplate a system, he adds, by which the people, being instructed, would pay the total cost of their instruction, that possibly would be the perfection of a system, and that they are getting on to doing it I have no doubt at all; it may be some years before they pay quite enough, but I think the evidence shows that they are going on, and paying more than formerly. If only the localities would rid the students of the cost of the buildings, I have not a doubt that, with a little stimulus in the shape of Government prizes and some auxiliary payments, not of any great amount, the schools would be thoroughly self-supporting. Now, it appears that the receipts from fees in the year 1863 were 18.425 L, while the expenditure out of public funds upon the Art Schools alone, exclusive of the expenditure upon the Museum, and exclusive also of the charge for management, was 46.636 l. Adding to this expenditure on the part of the public the amount of the local contributions, which may be taken at from 2,200 l. to 2,400 l., we find that the excess of expenditure over the amount received from fees is about 30,000 L, which sum may accordingly be taken as the measure of the amount by which the system at present falls short of self-support. If the expenditure remains constant, the fees must be nearly tripled before they can meet it. If the fees are not raised, the expenditure must be reduced to about three-eighths of its present amount before it is brought down to the self-supporting level. Your Committee have not received any evidence tending to show that either of these conditions is very likely to be fulfilled. The total amount of the fees received in the year is indeed increasing; but this increase is consequent, not upon any alteration in the rates of the fees, but upon the increase in the number of students. The average rate of fees paid, except in the central school, is now lower than it was in 1851. In the provincial schools the average rate is now 13 s. $9\frac{3}{4}d$. against 14s. $-\frac{1}{2}d$. in 1851. Nor does the system at present in force admit of any material increase in this rate. It is true that no limit is fixed upon the amount which may be charged to the morning classes, and Mr. Cole points out that the fees received from the students who attend those classes form an important element in the receipts of the schools. But it is still necessary that three evening classes in the week should be open at a charge not exceeding 2s a month, and that a certain proportion of children should be taught drawing in the elementary schools at an almost nominal charge, or even without any charge at all. These two requirements, which have hitherto been regarded as vitally necessary, must keep down the average rate of the fees to about the present level, more especially since the limit imposed on the fees for the artisan class is found practically to prevent any great increase in those of the other classes. As regards any increase in the receipts from fees consequent upon an increase in the number of students, it will be observed that its importance will greatly depend upon the mode adopted for paying the master. If the master is paid a fixed yearly sum, then an increase in the number of paying students will simply produce a net addition to the income of the school equal to the amount of the fees they pay, and the Government grant will remain the same; but if the master is to be paid upon the results of the work done by his students, then an addition to their number will, in all probability, entail an addition to the results obtained, and consequently to the payments claimed; and an increase of fees from this cause will, therefore, probably be to some extent accompanied by an increase in the cost of the school.

"Upon the whole, therefore, Your Committee are of opinion that it is improbable that the schools will ever become self-supporting upon the present system; nor do they think that the substitution of payments on results for payments on certificates will tend to make them so, unless indeed the payments on results are to be gradually contracted, either by making the results more difficult of attainment, or by gradually reducing the payments on them, and ultimately withdrawing them altogether. Mr. Cole hints at the possibility of such a process, and regards it as one of the great recommendations of the new plan: But it is obvious to ask in what manner it is expected that such a change will work. the fees to be raised? or are larger local subscriptions to be obtained? or are the masters

to be content with lower emoluments?

"The difficulties which lie in the way of an increase of the income from fees have already been noticed. As regards the prospect of increased local subscriptions, no very encouraging facts have come under the notice of Your Committee. The subscriptions, which in 1851 amounted to 3,347 k, or nearly one-sixth of the whole expenditure on the schools, amounted in 1862 to less than 2,500 l., or 1-36th of the expenditure of 90,000 l., which is the amount of the expenditure on the schools and the Museum together, and about 1-18th of the expenditure of even 46,000 L, which is the lowest that can be set against the schools alone. The evidence, too, which has been received from particular places tends further to show the smallness of the probability of any material increase in local contributions. At Warrington, where a School of Art has existed since Brewtnall, Ev. 1853, and where its value is said to be universally acknowledged, the subscriptions remain 1453 et seq.

Ev. 231.

App. 13, p. 21.

Cole, 4454.

Vide Appendix.

Ev. 29. 176. 299.

Brewtnall, 1524.

See Bowler, Ev. 4202-3.

Ev. 255.

466.

stationary,

Ev. 1473, 1486– 1488. Ev. 1466, 1467. Ev. 1504. Ev. 1502. Ev. 1648.

Ev. 3889. Ev. 3891-3693. 3998. Ackroyd, 3705. 3712. Murray, 2442-2444. Keith, 2521. 2526. 2574. Ev. 615, 616. Davidson, 1826. 1912. Wilson, 2600.

> 2245. 2247.

2602.

2642.

Ev. 3414.

3419, 3420.

Hollins, 3871.

3424.

Brenan, 3033-3036.

stationary, at about 30 l. a year; and though the number of the students has increased within the last five years from 900 to 1,400, or about per cent., the amount of the fees has only increased from 135 l. to 148 l., or about per cent. The secretary does not think that a rate could be raised, or that they could get much more than at present by way of subscriptions. At Stoke-upon-Trent, where the operations of the School of Art have been peculiarly successful, and where a remarkable development has, in consequence, been produced in the trade of the place, Mr. Hollins, the senior partner in the firm of Messrs. Minton & Co., states that the manufacturers generally have failed to show their appreciation of the school by very large subscriptions, and that he does not believe that, if the Government grant were withdrawn, they would support it themselves. Nearly every year, he adds, reduces the amount of subscriptions. The evidence from Halifax, from Paisley, and from Norwich, is much to the same effect. At Lambeth, Mr. Gregory states that it would be impossible to get subscriptions. At Chester, where the school is considered very successful, there are no subscriptions at all, and the master states that they have never been applied for, because it has been made clear that they would be entirely opposed to the spirit of the place.' At Glasgow, it is stated, that the subscriptions, which at first were very liberal, have now dropped to nothing: and though the late head-master, Mr. Wilson, is himself of opinion that they might be raised again, he states that the local committee do not take the same view. Finally, Mr. Potter, who has watched the growth and progress of Art Education in this country for the last 30 or 40 years, and who is well qualified to speak of the state of feeling in Manchester, gives it as his positive opinion, that if the school in that town is to be kept on as a School of Design, there is not the slightest chance that it would be supported by the locality; though he adds that he believes a School of High Art might, and would, be kept up there.

"The only town from which evidence to a contrary effect has been received is Sheffield. Mr. Parker, while stating that he does not think that the manufacturers of Sheffield appreciate the School of Art as much as they ought, nevertheless gives it as his opinion that were the Government grant withdrawn, the school would be kept up by private subscriptions and pair most rolling daily to also be required.

"The idea that rates might be raised for the purpose of supporting Schools of Art is one which has long been familiar to those who have had the direction of the system of Government Aid; but it does not appear probable that rating will be very extensively resorted to. The Cork School is the only one which is at present so supported, though it is stated that a rate has recently been agreed to at Burslem in Staffordshire. Mr. Parker, speaking of Sheffield, says that great objection would be taken to a rate in that town, and that 'the public in general who would have to pay the rate would say, Let the manufacturers pay for themselves if they want to encourage design.' A similar feeling appears to prevail in most of the towns from which Your Committee have received evidence. At Cork the rate amounts to a halfpenny in the pound, and produces 222 l. a-year, which is divided between the School of Art and the Drawing School of the Christian Brothers: the amount allotted to the former being 172 l., which is considerably more than the amount received from the Government. The following calculation may be interesting:—

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Amount received from local subscriptions at 68 towns from which returns have been sent in 10 nounceque ent 10 still wor	2,200	oda jo pæ. 7 per cent.
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nes, are, upon the whole, to the enemas signers and workmen no ni star to suborq.	untage to their de	great adv
Fees received in Cork the and to suley and to Government grants to Cork		

[&]quot;It will be seen that the school at Cork is not more truly self-supporting than other schools. The circumstance which distinguishes its position from that of other schools is this, that it is to a great extent supported by local taxation; while, at the same time, the ratepayers who contribute to it are contributing also as taxpayers to the other schools in the country which are supported without local taxation, and in many cases by very small local contributions. Additional significance is given to this remark by the circumstance that the classes which principally benefit by the Cork School are not so much the lower as the middle or upper classes. The view taken of this question at Cork seems to be singularly at variance with that taken of the same question at Sheffield.

"In endeavouring to form an opinion as to the probable future prospects of the Schools

Brenan, 3309.

of

of Art, and their chances of receiving such an amount of local support as may render Government aid superfluous, Your Committee have been struck with the confusion of ideas which appears to prevail respecting the proper functions, and the actual value of these institutions. Some persons appear to think as, Mr. Parker says, the people of Sheffield think, that the schools are specially designed for the benefit of the manufacturers. Others think as, Mr. Davidson says, the people of Chester think, that the study of design may be looked upon as a part of general education without any specific application to any particular Art, and that the schools may properly be supported with a view to the general instruction of the lower classes in drawing. Some persons consider that the schools ought to give technical instruction in manufactures, and are disposed to think, with the Sheffield manufacturers, that they do not produce the directly useful effects which they ought to 3458. produce, because they do not impart i practical mechanical knowledge. Others hold, with Mr. Potter, that technical teaching has a bad effect upon Taste and Art generally, and Ev. 2234, 2250, &c. would prefer Schools of High Art to what are commonly known as Schools of Design. Mr. Potter thinks the connexion of elementary teaching of drawing in National Schools with the system of the Schools of Art a mistake; and Mr. Murray takes the same view. Mr. Davidson, on the other hand, considers the connexion essential to the maintenance of a sound system of elementary drawing, and regards the proper teaching of drawing in the National Schools as an advantage to the Schools of Art. Mr. Bowler, speaking officially on behalf of the Department of Science and Art, in answer to the question what he considers to be the type of a successful school, replies that his opinion would be a good deal qualified by the locality of the school, and intimates that he thinks some schools should aim at the education of a large number of elementary students, while others should rather aim at giving instruction of a high class, bearing directly upon the manufactures of the

"It would seem to result from this review of some of the opinions expressed before Your Committee, that considerable diversities of views exist as to the proper functions of the schools; and that even in the Department of Science and Art itself, they are regarded as divisible into distinct classes, the functions of one of which differ from the functions of another. This being the case, it is not surprising that opinions should differ also as to their actual value, or that there should be an appearance of haze and uncertainty or, perhaps, of inconsistency in some of the regulations laid down by the Government for the

administration of the system.

" It does not appear necessary to extract from the evidence all the conflicting opinions given as to the actual value of the schools. It is admitted generally that the taste of the country has, of late years, improved very materially, though to what extent that improvement is due to the direct operation of the Schools of Art is questioned by some witnesses. Your Committee, without going into a minute investigation of the precise relative importance of all the different causes which have combined to produce the effect, are prepared to scate, as the impression which they have received from the whole of the evidence, that the schools have, upon the whole, contributed largely to the improvement which has taken place, and that great national advantage has been derived from them. Mr. Cole, on being asked what evidence he could produce to show the effects of the schools, referred Your Committee to the opinions of a number of English manufacturers, and of a number of foreign jurers of 1862, which are collected in the Appendix to the Tenth Report of the Department of Science and Art. These opinions confirm the evidence which Your Committee have received as to the general improvement in English taste as applied to manufactures, and they are, upon the whole, extremely favourable to the Schools of Art, especially as witnessed at South Kensington, where the 'School Museum' elicits the warm admiration of the French reporters. The evidence supplied by the opinions of the foreign jurors is, of course, of a more general character than that which comes from the manufacturers. The foreigners could know little of the operation of the provincial The manufacturers speak from personal acquaintance with the working of the provincial schools, and are able to say how far they have received direct benefit from them, and to what extent they are employing workmen who have been educated in them. Their answers, though many of them complain that enough is not done to teach Art with a view to its direct application to manufactures, are, upon the whole, to the effect, that the

schools are of great advantage to their designers and workmen.
"It would seem, however, that though a great number of manufacturers are ready to declare themselves more or less satisfied of the value of the schools, their appreciation of them is not yet likely to carry them so far as to the point of supporting them by their subscriptions. Nor does it appear to Your Committee that the new principles introduced into the system of the Department of Science and Art are likely to induce the manufacturers, or the public at large, to take a more liberal view upon this point. The extreme complication of the system, and the rigidity of some of the rules which it is found necessary to enforce, and of which a more particular account will presently be given, will probably be found to deter rather than to attract subscribers. Mr. Wilson gives it as his opinion, that the present system discourages persons from subscribing to the schools, because the Department has ruled the schools without reference to the local authorities, or to the local wants as they are felt by the inhabitants of the various cities in which the schools are established. Mr. Wilson's further evidence is to the effect that a system of payment on results, which must almost of necessity be a rigid system, in order to secure fairness, discourages masters, students, and subscribers, inasmuch as it admits of too little adaptation to the special wants of the locality. Whether this is a sufficient reason

Ev. 3425.

Ev. 1904, 1905. 1932,-1937. Parker, 3415, 3416.

Ev. 2259, 2260. Ev. 2454. 1664, 1665.

1818.

Ev. 4222.

Ev. 280-282.

Ev. 2601.

See Potter, 2259,

Davidson, 1912.

Ev. 255.

538.

Ev. 2227-2230.

Cole, 567.

Ev. 3878. 3895.

1754, 4518.

4550. 4559. 4490

for condemning the system is a separate question; but it can hardly be doubted that there is force in the argument that the rigidity of the system has a tendency to discourage sub-Again, the close connexion which is established between the Schools of Art and the elementary or primary schools is likely to have a somewhat unfavourable influence upon subscriptions. In manufacturing towns, like Manchester and Paisley, the manufacturers do not generally recognise the elementary teaching as being of sufficiently direct value to themselves to make it worth their while to support it; while in cathedral cities, like Chester, it is said that persons who subscribe largely to institutions of a distinctly charitable character would look upon subscriptions to a drawing-school as alien from the spirit of the place. Indeed, the difficulty which is experienced in keeping up the payments from the parochial schools to the Schools of Art affords a proof of the correctness of this view.

"If, then, no great amount of additional income is to be expected from fees, from subscriptions, or from local rates, the only means remaining by which the schools can be made self-supporting is by a reduction in their expenditure; and such a reduction the Government will undoubtedly have the power of enforcing through the operation of the new system of payment on results. 'The advantage of the new system,' says Mr. Cole, 'is, that you can keep the expenditure more under control. You have only to raise the 'standard from time to time, and thereby you can keep the total sum under control.' His

subsequent evidence is to the same effect.

"What the effect of such a reduction in the Government grants as is here hinted at would be, it is not easy to foresee. In some places, even where it is now thought impossible to raise more money, it would probably lead to some increase of local subscriptions. The withdrawal of the old salaries of 200 *l*. or 300 *l*. a-year has in some places been attended by such a result; as for instance was the ease at Manchester, where Mr. Potter states, that the subscriptions were 'forced up' from 221 l. to 381 l., and donations to the amount of 287 l. were also elicited by the withdrawal of the Government grant in 1863. The same, according to Mr. Parker, would probably be the result at Sheffield; and it may be assumed as probable, that towns of the importance of Manchester and Sheffield would make a considerable effort rather than allow it to be supposed that they could not support a School of Art. On the other hand, it is possible that there may be some cases, like that of Belfast, in which the withdrawal of the old grant led to the abandonment of the Mr. Hollins states that this will probably be the case at the Stoke-upon-Trent and the Hanley Schools; but there are exceptional circumstances connected with the position of these schools, which perhaps render it unfair to take their case as an illustration. Mr. Cole, speaking generally, gives it as his opinion that if the poor schools, i.e. the parochial schools, are to be taught, a payment must be made for their teaching; and that the maintenance of the system of prizes, medals, and examinations is essential to the existence of the Schools of Art; but that, while it would not be safe abruptly to abolish direct payments, they might gradually be abolished in respect of the teaching both of the middle classes and the artisans, without injury to the schools. He considers that if the local committees would supply all the material wants of the schools, such as rent, lighting, and cleaning, and would give all the fees to the masters, the schools would do very well; but, as he thinks annual local subscriptions undesirable, it seems doubtful whether this result will often be obtained, unless by a rate upon the whole. Your Committee do not believe that the gradual withdrawal of Government aid would occasion the absolute abandonment of any large number of the more important schools; they incline to think that it would more probably have the effect of reducing in the first place the income of the masters, then of causing irritation on the part of the local committees, and, perhaps, ultimately of leading to the entire rejection of the Government system, and to the conversion of many of the schools into middle-class schools supported by adequate fees, and to the casting off of the parochial school teaching.

That places like Manchester and Glasgow should support Schools of Art for themselves, without reference to Government aid, availing themselves only of the advice and experience of the managers of the Central School in London, and perhaps drawing their supply of masters from it, would be by no means an unsatisfactory result. But if that result is to be arrived at only by a course of disputes between the Government and the localities, upon such questions as whether good faith has been observed, whether the sums raised by general taxation are fairly or unfairly distributed, and other equally irritating topics, it may be questioned whether the disadvantages of the process will not counter-

balance the advantages of the final issue.

"Your Committee have now to advert to some of the specific complaints which have been made against the recent changes. First among these stands the complaint made by the certificated masters that a breach of faith has been committed by the substitution of a system of payment on results for a system of fixed payments on their certificates. They contend that expectations were held out to them by the Government, that if they would study the course of teaching prescribed by the Department of Science and Art, and would qualify themselves to teach that course in the schools assisted by the Government, they should receive for teaching in those schools a certain annual payment proportioned to their proficiency in the prescribed course, provided they complied with the conditions which the Government might from time to time lay down. They point to the certificates granted to them by the Department, and argue that these contain a guarantee of a fixed annual payment; and they allege that some of the masters received direct verbal assurances from officers of the Department that such a payment would be secured to them.

"On the other hand, it is contended that the notice on the certificate does not amount

to a guarantee that the annual payment should be permanently continued. It is argued that the masters are the servants, not of the Government but of the local committees; that the payments made on the certificates are to be regarded, not as payments to the masters themselves, but as contributions towards the income of the schools applicable to the payment of the masters; that the question whether there is a guarantee or not is therefore a question, not between the Government and the masters, but between the Government and the local committees; and that when the question is regarded from this point of view, it is quite clear that no permanent guarantee has been given to any local committee, because the form of undertaking in use on the establishment of new schools contains this sentence: · After the expiration of the first year, whether any allowance is to be afforded in aid of the master's income must depend upon the position of the school and future arrangeements with the local committee; and because, moreover, the Department, in recommending a master to any school, always described the school as a self-supporting one.'

"The question is somewhat complicated, because it embraces two kinds of agreements the direct agreement between the Government and the moster, and the indirect agreement between the Government and the local committee. The arrangement with respect to payments on certificates appears to have been made in the first instance with a view to the protection of the master. The payment was in the nature of a salary, which was paid by Cole, Ev. 4371. the Government to an officer in the service of the local committee. It was therefore, in 4873. one sense, a personal payment to the officer; in another sense it was a contribution to the

funds of the local committee.

" In so far as regards the agreement between the Government and the local committee,

it is clear that there is no ground for treating it as more than a temporary one.

"But the case, as it regards the agreement between the Government and the masters, is somewhat less clear. It cannot be denied that the master had a direct personal interest in the payment on his certificate distinct from the indirect interest of the local committee.

The committee did not usually pay anything towards the salary of the master; they gave him a share of the fees, and he had his certificate money to make up his income. lost his certificate money, the committee were in no way bound to make it up to him; and supposing the certificate money to be withdrawn, and no other Government payment to be substituted for it, he might be a loser to the full amount of the sum so withdrawn.

" The masters, then, being thus directly interested in the continuance of the certificate payments, plead that they entered into the service of the Department, devoted their time to the study of its peculiar system, and engaged themselves in teaching under its peculiar conditions and restrictions, under the understanding that they were to be treated as salaried officers of the Government; and they support their plea by arguments drawn, first, from the language of the certificates and of certain Minutes and public announce-

ments, and, secondly, from the reason of the case.

f As regards the particular expressions used in the certificates and other documents put forth by authority, Mr. Sparkes quotes from the Report of the Department for 1854 a passage, in which the Department speaks of being empowered to guarantee the masters certain incomes for a limited time, 'and, in addition, to make fixed annual payments 'according to their acquirements.' He quotes, also, another passage, in which the certificate money is spoken of as 'the only permanent payment the teacher will receive 'from the Department.' Mr. Brewtnall, the secretary to the Warrington School of Art, quotes a passage from a Minute of March 1854, in which it is stated that when a master has received a certificate of competency to teach any group, he shall receive the annual sum allotted to it as long as he is engaged in teaching under the inspection of the Department, and fulfilling the necessary conditions. The certificates themselves, too, at least at one period, contained the following expression: 'Annual value attached to this certificate group, 101.' Besides the expressions thus admitted into the formal Minutes and Reports of the Department, Your Committee find that assurances of an informal character have at various times been given to individual masters by officers of the Department, which might naturally confirm the impression that the certificate money was in the nature of an assured salary. Mr. Sparkes quotes a letter from Mr. Redgrave, written in 1856, containing the following passage: 'As to your objections to the certificates not having any guaranteed value, I cannot quite understand to what you refer; it is true their value depends on the holders being engaged in teaching, otherwise the payments 'upon them are as certain as any other Government salaries or gratuities.' Mr. Sparkes also mentions a conversation reported to him by another gentleman, in which Mr. Burchett, the head-master of the training school, is said to have used language as strong as, or even stronger than, that quoted from Mr. Redgrave's letter.

"Such assurances as these, taken in connexion with the terms of the certificates, undoubtedly suggest a contract, which, however, it is probable that the Department did not intend to enter into; and it must be admitted that they afford a plausible if not a sound ground for an assumption, on the part of the masters, that they were entitled to consider themselves as the salaried officers of the State. They are, however, somewhat qualified by the connexion in which they stand with the general features of the whole system, which were perfectly well known to the masters.

"It may fairly be inferred, from the whole tenor of the arrangements, that the Government looked forward to a time when the receipts from fees and local contributions would be sufficient to cover the whole expense of the schools, and that whenever that condition should be realised, they would consider themselves at liberty to withdraw all pecuniary aid from them. It would be unreasonable to suppose that the Government could be held to be 466. precluded

Cole, 4475.

Cole, Ev. 4365. Ibid.

Ev. 826.

827.

Ev. 1552.

Ev. 807.

809.

precluded from so acting by the terms of their engagement with the certificated masters. The highest point to which the claim of the masters can be advanced, is that they should be treated as salaried Government officers; but it has never been held that the Government is bound to retain and pay officers whose services are no longer required. Nothing is more common than to find that, on the adoption of some new measure of general policy as, for instance, on the abolition of an excise duty, for the collection of which a large number of officers have been employed-serious changes are made in the position of a great many public servants. Some are altogether thrown out of employment; others suffer by the loss of promotion, to which they had every reason to look forward, but their hopes of which are destroyed by the remodelling of their Department. The former class receive some compensation for the abolition of their offices, but it is usually on a scale much below the salaries they were previously receiving. The latter class generally receive no compensation at all. In all such cases, the Government thinks it fair to act liberally towards its servants, but it can never allow a measure of general policy to be set aside out of consideration for the supposed claims of its own officers.

"Applying this principle to the case of the Schools of Art, Your Committee are clearly of opinion that if it was right, as a measure of general policy, to substitute a system of payment on results for a system of payment on certificates, the engagements made with the masters cannot be regarded as a bar to such substitution, even if the masters be

regarded as standing on the same footing as other salaried officers.

It may be observed, in addition, that they cannot be regarded as standing exactly on this footing, because while their certificate money depended on their continued employment, their continued employment depended not entirely upon the will of the Government, but on that of the local committees also. A local committee might at any moment have closed its school, or changed its master, and in either case the master's claim to certificate money would have been extinguished, while he could have had no right whatever to call on the Government to compensate him for its loss. It is obvious, too, that if the Government had chosen, instead of substituting a payment on results for the payment on certificates and the other payments made by them, to continue the certificate money but to withdraw all the other advantages they had given to the schools, and had called upon the local committees to provide, out of fees and subscriptions, what had hitherto been provided by Government grant, they would have dealt a much severer blow to the schools than they have actually done, and would have rendered the position of the masters much less certain, while there would have been no pretence for contending that the verbal conditions of their engagement had been broken.

As regards the arguments drawn from the reason of the case, it appears to Your Committee that there is much force in the argument that the certificate payment was intended to remunerate the masters for the work which they are called upon to do at unremunerative rates of fees. If a master is called upon to give up time, which he might turn to more profitable account, to the instruction of artisans at a low fixed rate of fees which he is forbidden to raise, and of elementary pupils in the primary schools, from whom he is probably to receive no payment at all, it stands to reason that he ought to be compensated

for his labour by those who require it of him.

"This principle, however, may be said to have been kept in view in the New Minutes as well as under the former system. The results on which payment is now to be made are to be results obtained from the artisan classes and the children in the primary schools; and the payments will therefore he distinctly made in respect of that portion of the work which is unremunerative. Mr Bowler considers that in the schools where there are many artisans, the masters will rather gain than lose by the substitution of the new for the old mode of payment; and whether Mr. Bowler is correct in this view or not, his evidence goes to prove that such at least is the intention with which the new system has been

"While, therefore, Your Committee consider it right that, as long as remunerative work is required of the masters, some payment should be made to them in respect of it, and while they admit that the certificate payments were intended as remuneration for that work, they do not consider that the substitution of the principle of payment on results for that of the principle of fixed payments is necessarily wrong. They have also already said that they do not consider it to involve a breach of any contract entered into between the Government and the masters, or between the Government and the local committees. They have only to add on this part of their inquiry that they agree generally in the view taken by Mr. Beresford Hope that the masters are entitled to generous treatment, as a meritorious body of men, many of whom have given up an open profession, which might have proved remunerative to them, in order to follow one in which their remuneration depends greatly upon the arrangements of the Government. Their case in this respect is exceedingly well stated by Mr. Sparkes; and Your Committee are of opinion, that in examining the question of payment on results, it will be fair to take into consideration not only the general merits of that system, but also its particular bearing upon the position and pecuniary interests of the masters.

As the general reasons which have led to the adoption of the system of payment on results in the School of Art are probably the same as those which have led the Government to recommend, and Parliament to agree to, the same system as the best mode of encouraging primary education, and as Your Committee consider that it would not become them to enter into an examination of the general reasons, or into the arguments which may be urged against them, they confine themselves to the question how far the cases of

Ev. 4204. 4207.

Ev. 1183-1193.

primary

primary and of secondary education are identical in this respect, and what are the special difficulties to be overcome in the case of the latter which do not exist in that of the former.

" Mr. Beresford Hope, in his able letter to the Chairman of Your Committee, contends that an exclusive system of payments on results is unsuited to the case of systematic encouragement of Art Education by the State, because there is not a sufficiently general See Appendix. recognition of the advantages of Art teaching to produce a supply of pupils to keep pace with that of masters. The State, he contends, must deal with Art teachers as men who ' have a mission to propagate that which is indeed useful and true, but which may for the ' time being not be popular. It has in many cases to create, and not to supply, the want. Payment on results presupposes the existence of that want.' An argument of a less abstract kind, but very much in harmony with this, is advanced by many of the masters themselves. They say that they frequently find among their pupils an indisposition to follow the course of teaching prescribed by the Government; the pupils have views of their own, and it is difficult to make them see the advantage of the Departmental routine; and they maintain that this difficulty would be enhanced, and that they would find themselves in a position of embarrassment, if their pupils had any reason to suppose that the masters were urging them to pursue a particular course, not with a view to their own good, but in order to produce results which would augment the masters' income.

"The following extracts from the evidence of Mr. Hollins, who speaks as a manufacturer, and from long acquaintance with the condition of the Potteries, confirm the

view thus advanced by the masters:

"The payment of a master on the results of his teaching is objectionable for several ' reasons; they are quite willing to admit that, in the parochial schools, the system of payment by results is, perhaps, fair, and likely to be carried out with advantage to all parties; but the position in which the scholars of the two descriptions of masters are placed is very different. In the parochial schools, of course the master has full control over his pupils, and that control is also backed by the parents of the children, who pay the fees for the school; and, therefore, of course, the master has every advantage in carrying out his teaching, which is likely to produce the best results. But if you go to the schools of design, you find the state of things very different there; the boys, or ' rather the young men, for there are few in the schools under the age of 15, most of them are over that age, and many of them considerably older, are quite independent, not only of the master of the school, but of their own parents. In most instances they pay their own ' fees to the school, and expect that, in some measure, their wishes and interests may be consulted as to the style of drawing that they should be allowed to study in the school, 'and frequently express a desire for that class of drawing which is likely to be of assistance to them in the particular branch of trade in which they are engaged.' If In many cases, I believe, they would not follow it unless it was in some way to oblige the master. In fact, I may state, that during the last examination, the master of our school found it exceedingly difficult to obtain the completion of several drawings in time for examination, so much so, that he told me that in one case he was obliged to give a pupil his dinner at ' his own house for a fortnight, and he gave several others their tea, and had it made in the evening for them, in order to obtain their attendance for the length of time which he knew would be necessary to complete the drawings. If those drawings had not been completed, of course he would have lost all results upon them, as they would not have 'gained the medals that they have done, for I believe we have obtained, according to the last Report, something like 30 medals.' 'We could only do so by calculating upon the ' results which this school has obtained; but we apprehend that those results might be placed in a very different position when the pupils find that the master is entirely in their hands, and quite dependent upon them for his salary. You give the master an ' inducement to teach the pupils in a certain course, specified by the Department, upon which alone he can obtain results; you give the pupil no inducement for drawing from those examples; the only inducement that is held out to the pupil is the medal. Now, ' the medal is really held of very little value by many of the students, so much so that I ' know, in the schools in the Potteries, there are several medals still lying in the hands of the masters that have never been claimed by the pupils.'

"A somewhat different, but not less serious objection to the adoption of the principle is pointed out by Sir Charles Eastlake. He says, If I understand the matter rightly, there is a certain premium now attached to the results in those schools. I am not prepared to say that that is a safe principle, because it might tempt the masters in certain schools to get up a very imposing display of works, whether comformable to the real ' objects of the Department or not, and a false estimate might be formed of the supposed

'advancement of the school.'

"Sir Charles adds, that he should not be opposed to a system of rewarding on results if the results were spread over a sufficient time, because in the end it would probably be satisfactory, 'but from year to year it would be a dangerous stimulus, and might lead to 'bad results.' In a subsequent part of his evidence Sir Charles, explains that what he In a subsequent part of his evidence Sir Charles explains that what he principally fears is, a misdirection of the teaching, and a misapplication of study in the schools with a view to the production of an imposing show of work. Referring to a complaint made by some of the witnesses that too much time was sometimes spent by the students over particular works, he says, fif the object were to produce very elaborate and ' highly studied works to make an impression, that would be another source of danger, ' that they would employ too much time over things that were not really worth it.' somewhat different form of the same danger is glanced at by Mr. Bowler, who says there 466..

Ev. 3882. et seq. 3382.

3883.

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3541-3550.

Ev. 4119.

have been cases in which a master, instead of patiently taking the student throi, is that they should course of training, has set the competition example at once before him, so that the student throil, is that they should is obliged to work with the greatest care, minuteness, and delicacy, and that this parquired. Nothing accounts for the immense time which is stated by some witnesses to be spent by the eneral policy—students over particular drawings.

"Sir C. Eastlake admits that with a strictly defined are a cital and the control of the c

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"Sir C. Eastlake admits that, with a strictly defined course of instruction, and with competent examiners, there would probably be sufficient safeguards against the dangers he apprehends. But the second of these suggested safeguards, viz., a strictly defined course of instruction, is open to the objection that, if too rigorously insisted on, it cramps the energies of the master, and destroys the interest of the student. That this is its tendency may be inferred not only from the complaints made by the masters, but from such remarks as those of Mr. Maclise, that there is a 'want of enthusiasm' apparent in the works sent up for inspection, and from such criticism as is contained in the following extract from the Report of M. Charles Robert, cited in the Appendix to the tenth Report of the Department of Science and Art: 'The models adopted in England are excellent, the instruction ' is properly organised, the resources are in a certain sense unlimited, and the designs of ' South Kensington show, by prodigies of patience, what may be done by personal energy, when stimulated by all kinds of encouragement. But their conscientious efforts, the ' traces of which may be followed out in copies mathematically exact, and scrupulously worked up, and in compositions which are still awkward, lose their value when placed beside the broad and bold designs of our workmen. By the arrangement and balance of ' the masses, by the intelligent sacrifice of minute detail, by the true feeling of outline of form, and of the relative value of tones, these latter appear often to have divined or com-' prehended the fundamental laws of Art.

"Mr Redgrave says of the Schools of Design in France, that he cannot find out that they have any system whatever; every school seems to work according to its own will they would all work at it to get the new style rather than work upon the old examples which we enforce upon our students here." We believe, he adds, that they have no system at all, It is very probable that the French are placed at some disadvantage if they have, as Mr. Redgrave says, no system at all; but it may be worth considering whether an equal disadvantage might not result from having too much system. There is danger, as Mr. Wilson points out, in a mere system of routine and mannerism, generated by any authority operating upon the minds of the whole of the people throughout the country. The very carefully constructed system of instruction which has been put forth by the Department of Science and Art cannot fail to be of high value to the Art Education of this country; but it appears to Your Committee to be very questionable whether it is desirable to force that system, in all its details, upon every school in the United Kingdom; and yet it would appear from Sir C. Eastlake's evidence, and from the evidence of the official witnesses generally, that nothing short of this will be necessary if the present plan of paying on results is to be fairly worked.

"On this ground, mainly, Your Committee are induced to doubt the expediency of the new plan. Other objections have been taken to it. It is said it will be difficult to guard against the danger of a master's 'touching up' the works of his pupils, and so earning payment unfairly. Mr. Bowler, Sir C. Eastlake, and Mr. Redgrave, all recognise this danger, and do not seem to have a very clear perception of the mode in which it is to be obviated. Sir C. Eastlake treats it as a moral question, and suggests a declaration on the part of the master. Mr. Redgrave, and with him Mr. Cole, look to the jealousy of the other students as a safeguard against favouritism; but when the question is not whether A. or B. shall get a prize, but whether a sufficient number of works can be brought up to a standard, the spirit of jealousy will hardly be evoked. The difficulty is enhanced by the fact mentioned to Your Committee by the master of the St. Martin's lane school, on the occasion of their visit, that some masters find it desirable, for the sake of the instruction, to touch the works of their pupils to a greater or less extent; and though such touches, made merely by way of correction, will probably be easily discerned by a practised eye, it is obvious that a door may thus be opened to what might become fraudulent practices. But though Your Committee are of opinion that there is force in this objection, and in several others which have been made to the plan of paying on results, their main ground for questioning the desirableness of the plan is that which they have stated above, viz., that it has a tendency to destroy the elasticity of Art teaching, and thus to cramp the of local support. The proposed of the support of the support.

The reasons for the adoption of the plan are given by Mr. Cole; they are five in number. The first object was, to prevent the masters from setting up claims to be considered officers of the State. This reason is not very intelligible. If the terms upon which the masters were appointed did not make them servants of the Government, it appears superfluous to alter them; if they did, it is unjust. The second object was, to stimulate the activity of the masters, and to secure a fitness of teaching, as distinguished from artistic skill. Upon this it is to be observed, first, that the Department has not been dissatisfied with the working of the schools under the certificate system, but 'have been 'rather proud of it than otherwise;' and, secondly, that the fixed payments were always so low in proportion to the other receipts of the master, which were to a great extent receipts from students in respect of work done for them, that they could not be regarded as pauperising. The third object was, to bring the expenditure on the schools more under

Ev. 3540.

Ev. 4119.

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Ev. 2626.

Ev. 4208. Ev. 3528. Ev. 261.

Ev. 534-542.

Cole, 4420.

Cole, 537.

col by the greater facility of raising the standard. On this point Your Committee prime already offered some observations. The fourth object was, to reduce the propordiffinate amount of Parliamentary aid per student, by increasing the number of poor children taught in the parochial schools. This reason appears to rest upon a fallacy. If the State paid 2 l. a head for the education of 10,000 students in Schools of Art, and 10 s. a head for the education of 20,000 children in parochial schools, the total cost of educating the whole 30,000 would be 30,000 l., and the average cost per head would be 1 l. If, other things remaining the same, the number of children in the parochial schools were increased to 90,000, the total cost of educating the whole 100,000 would be 65,000 L, and the average cost per head would be 13s.; or if the 90,000 children could be educated at a cost of 7 s. 6 d. per head, in consequence of its being possible to teach more with the same machinery, the average cost of the whole would be reduced to 10s. 9d. per head; but this would not be accompanied with any real diminution in the cost of educating the 10,000 students in the Schools of Art, while the effect of the apparent reduction in the proportionate cost per student would probably be to produce an erroneous impression upon the mind of the public. The fifth object stated was, to restrict the Parliamentary aid to the artisan class. This statement may be viewed in connection with another remark of Mr. Cole's, to the effect that under the new Minutes it will be perhaps more than ever the interest of the masters to encourage middle-class pupils, inasmuch as there will be more certainty in their payments than in those of the Government. It might be inferred from the two propositions taken together that the object of the Government was to convert the schools into self-supporting middle-class schools; and this view is confirmed by Mr. Cole's further evidence, in which he lays down the doctrine that it is better to teach children than grown artisans, and that the Schools of Art might be and ought to be maintained by fees without any assistance from the State. This will hardly be the case unless by making them depend mainly upon the middle classes, and if this result is once arrived at, it is by no means improbable that the masters may refuse the irksome and unprofitable task of teaching in the parochial schools, and may thus make a serious breach in the system which the Government desire to maintain. It may be observed that Mr. Cole himself is, upon reflection, of opinion that it would be well to remove the limitation now imposed on the rate of fees in the evening classes, and to allow the local committees to charge what they please, provided only a certain number of lessons are given in the evening. The effect of this might very probably be, that in some places the evening Ev. 4321. 4925. schools would be monopolised by students of the middle classes, and would cease to be 4327. attended by the artisans altogether.

"Mr. Redgrave adds a sixth reason for the abolition of the fixed payments. He says that it induced schools to have two or three masters when one would have been sufficient. It is obvious, however, that this is an evil which might easily have been corrected by regulations limiting the number of masters to whom certificate money should be paid in

each school.

"Upon a review of the whole case, Your Committee are not satisfied that there was sufficient reason for substituting the system of payment on results for the system of payment on certificates, or that the system of payment exclusively on results is applicable to Schools of Art.

"There is still another subject upon which a good deal of evidence has been given, and which demands attention. A very large proportion of the sums voted by Parliament for the encouragement of Art education, is applied to the support of the Museum at South Kensington. It is alleged, on the part of the Department, that the Museum and the establishments at South Kensington generally, are of great value to the provincial schools. It is alleged, on the part of the provincial schools, that their interests are sacrificed to those of South Kensington, and the Museum, in particular, is much less useful to them than it out to be. It appears unnecessary to prolong their Report by an analysis of the arguments on either side. It is the opinion of Your Committee that there is a certain amount of justice on both. There can be no doubt that the fine collection at South Kensington is calculated to raise the taste of the country, or, at all events, of those persons who are able to visit it; but it is equally certain that it is only a small proportion of the provincial public which has the opportunity of doing so, and it appears that the arrangements made for circulating portions of the collection to the provincial towns are as yet far from perfection. That the collection of works of Art, and the library attached to it, are not made as useful to the country schools as they might be, is due, perhaps, in part to the fact that the local committees are but imperfectly aware of the advantages which the Department offers them, but partly also to some defects in the arrangements of the Department itself. Mr. Cole suggests some relaxations of the conditions under which works of Art are lent to the provincial schools, which he thinks might induce the local committees to borrow them more freely than at present. He also throws out some valuable suggestions as to the formation of local museums, to be supported in great part by a system of circulating some of the works of Art belonging, not only to South Kensington, but also to the National Gallery and the British Museum. These suggestions are well worthy of consideration. consideration.

"It appears, however, to Your Committee, that the complaints made on the part of the provincial schools are not likely to be satisfactorily met unless a distinct line is drawn between the sums voted for the purchase of works of Art, which are for the most part to be deposited at South Kensington, and those voted for the direct encouragement of the provincial schools. Mr. Cole appears to consider that such a separation as this would be 466.

Ev. 501.

4314, 4315.

4421.

Ev. 4342-4347

Ev. 4348-4350.

Ev. 4356.

inexpedient, and illustrates his objection by pointing to a case in which a large and unexpected demand was made upon the funds of the Department, for the purchase of a particular collection of Art treasures. But it is to this power of appropriating money voted for the promotion of Art in the country generally, to the purchase of specimens for the Museum, that the managers of the provincial schools particularly object; and Your Committee consider that it is desirable, so far as it is possible, to separate the vote for the one object from the vote for the other, so as to put an end to the suspicion that the interests of the country schools are occasionally sacrificed to those of the central Museum.

"Your Committee have now touched on the principal questions which have been brought under their notice. Many others of minor importance have been raised in the course of their inquiry, but they do not seem to require an equally full examination on the part of Your Honourable House. Mr. Cole, towards the close of Your Committee's sitting, stated a number of modifications which he thought might be made in the existing system; many of these would be improvements; but they are founded on the idea of making payments entirely on results, and this idea Your Committee do not think a sound one. The system which in Your Committee's judgment would be the most satisfactory, would be somewhat as follows:—

- "1. A central training school should be maintained as at present, partly at the expense of the public, but partly by fees.
- "2. The teaching of drawing in the primary schools should be put upon a distinct basis of its own, and should be paid for, so far as the State is concerned, as the teaching of reading, writing, and arithmetic is paid for, viz., simply on results. The payments should be made to the managers of the schools, who should be left to make their own bargains, where necessary, with the masters or pupil teachers of the Schools of Art.
- they can take root, and should be allowed to extend their operations to all classes of society, and to charge such fees as their managers may think suitable, provided only that certain night classes should be open at rates of fees which in the judgment of the managers are within the reach of artisans. The Schools should be subject to inspection, and a general conformity with the Government course of instruction should be required as a condition of their receiving any advantages from the State. Direct payments might be continued for a time, or might be commuted into building grants, on more liberal terms than the present, with a view to relieve the schools from the burden of rent. These grants should be made, subject to conditions for securing to the masters the whole amount of the fees. It does not appear desirable that the direct grants should be continued permanently, but it would be better that they should be gradually reduced with some reference to the circumstances of individual schools than that they should be commuted for a general system of payments on results. The reduction should be made with a due regard to the claims of the certificated masters, and no payment on a certificate should be withdrawn unless its withdrawal is accompanied by some arrangement for securing to the master a larger share of the fees. No new certificate bearing payment should be granted.
- "Examinations should be held and prizes given as heretofore, and national scholar-ships granted. Free studentships and Art pupil teacherships might advantageously be restored to a limited extent; they should be made to depend upon conditions applicable to the Schools of Art themselves, and not upon the number of the children learning drawing in parochial schools. These should be provided for, if at all, out of the grant for the primary department.
- "5. The collection at South Kensington should be made as generally useful as possible, and steps should be taken to encourage the formation of local museums.
 - " 6. The sums voted for these several objects should be kept distinct.

"Your Committee believe that upon these principles a simpler and more effective system might be established than that which is likely to be founded on the principles now adopted."

Resolutions to be proposed by Mr. Bruce, read as follows:

As respects Central Action:

- "I. That a Central Training School for Teachers be maintained as at present, and sufficiently qualified scholars from local schools be admitted to the Training School at the expense of the State, the study of decorative Art useful for manufactures being the primary object; other scholars should also be admitted to the Training School upon payment of remunerative fees.
- "2. That the collection of works of decorative Art at South Kensington be made as generally useful as possible throughout the country, even at some increased expense to the State, and that measures be adopted to encourage the formation of local museums.

Ev. 4379-4382.

- . "3. That a national competition of works from all the local Schools of Art in connexion with the Department be held annually at South Kensington, and prizes awarded.
- "4. That examples be recommended to local schools by the Department, and specimens presented; grants in aid being made as at present."

As respects Local Action:

- "5. That local Schools of Art be left to establish themselves wherever they can take root, and be allowed to extend their operations to all classes of society, and to charge such fees as their managers may think suitable, provided only that certain night classes be open at rates of fees which, in the judgment of the managers, are within the reach of artisans.
- 6. That the conditions of granting any State aid towards the encouragement of Art be (a), that night classes for artisans be open at least three times a week at fees within the reach of artisans; (b), that no charges upon the fees be made for rent or repairs, warming, lighting, and cleansing; and (c), that the teachers be certificated, and receive the whole of the fees.
- "7. That building grants in aid of providing premises be still made. The provision of premises free of rent, rates, and taxes, should be urged upon localities having or desiring to have Schools of Art.
 - "8. That no inspection take place in Schools of Art unless when specially required.
- "9. That local examinations be held annually as in the Schools of Science, and conducted by papers worked in the presence of local authorities.
- "10. That the examination of such papers, &c., be made at South Kensington, and medals and prizes awarded among all classes, direct payments being made to teachers upon the works of artisans only.
 - "11. That elementary teaching in poor schools remain as at present.
- " 12. That the sums voted for these several objects be kept distinct."

Resolutions to be proposed by Mr. Potter; read as follows:-

- "1. That a central training school at South Kensington should be maintained, the middle and upper classes having the benefit thereof on the payment of full higher class fees. That steps should be taken to make the evening class for artisans more attractive and useful.
- "2. The teaching of drawing in the primary schools should be put upon a distinct basis of its own, and should be paid for, so far as the State is concerned, as the teaching of reading, writing, and arithmetic is paid for, viz., simply on results. The payments should be made to the managers of the schools, who should be left to make their own bargains, where necessary, with the masters or pupil teachers of the Schools of Art.
- "3. That the main object of the provincial Schools of Art should be the education of the artisan; that such schools should be open five evenings in the week at low fees, as a means of affording to the artisan, or working class student, a course of systematic instruction not otherwise likely to be obtainable. That the schools should be subject to inspection, and be conducted in conformity with a Government course of instruction, to entitle them to support from the State. That such support might be simply given by an allowance of so much per student for each one of the artisan or working class who had given the required attendance and study for so many hours or evenings per session. That such capitation fee should be given to the master, in addition to what he might be entitled to from his certificates, added to the entire receipts from fees. That the managers of the schools should be bound to find adequate rooms, furniture, &c., for the accommodation of the students. That the State from time to time should supply and renew examples to a certain extent, dependent on the satisfactory results and progress of the schools. That the managers of the schools be at liberty to make arrangements with the master, from time to time, for teaching the middle and amateur class pupils during the day, at such rates of fees as may be agreed upon, with the privilege of using the examples furnished by the State. If the upper class students attend the evening classes, it shall be at rates higher than those of the artisans, care being taken that space and adequate instruction be first provided for the latter.
- "4. That examinations should be held, prizes given, and national scholarships granted to artisans, or to students from that class. That free studentships and art pupil teacherships might be advantageously restored to a limited extent upon conditions applicable to Schools of Art alone.
- "5. That the collections at South Kensington should be made more generally useful to Art Schools. That the sums voted for the Art Education portions of the Museum should be kept distinct, and that clearer and more detailed estimates be annually presented.

"Your Committee believe that, upon these principles, a simpler and more effective system might be established, one more likely to obtain a support (hitherto very slightly given by 466.

the manufacturers of this country) to teaching for the advancement of design as connected with trade Art. : behivib setting of the advancement of design as connected with trade Art.

- "6. That grants to local Schools of Art be made only to night schools for artisans, open at least three times a week, at fees within the reach of that class; that the feachers be certified, receive the whole of the fees, and that the localities provide and keep up suitable premises, free from all charges for rent, &c.
- "7. That grants in aid of the masters of such schools be made contingent on the number of artisans taught, under a certain course of instruction, so many hours during each session, and that inspection be confined to the artisan schools."

Resolution to be proposed by Mr. Maguire, read as follows :-

"That the payment to certificated teachers be continued, according to the former Minute; that is, at the rate of 10 l. for each certificate; the number of certificates on which such payment is to be made not being more than five in number, or exceeding a maximum amount of 50 l. to any one master." If the continued, according to the former Minute; that is, at the rate of 10 l. for each certificate; the number of certificates on which such payment is to be made not being more than five in number, or exceeding a maximum amount of 50 l. to any one master."

Resolutions to be proposed by Mr. Adderley, read as follows:-

- "1. That a local committee of not less than five well-known responsible persons should be formed in connexion with every aided School of Art, as is required in the case of Schools of Science.
- "2. That a public examination of every aided school of art be held annually, through the agency of its local committee.
- "3. That payments to certificated Art teachers should be so far assimilated to those made to teachers of science, that there should be paid for every artizan student who has received 40 lessons, sums graduated according to the class in the school to which the student belongs.
- "4. The best work in each class, certified by the local committee as being, to the best of their knowledge, the student's own work, should be sent up to the central department, together with the annual report, and not not that the sent up to the central department, together with the annual report, and not not that the sent up to the central department.
- 5. No prizes should be given by the central department on local examinations, except national prizes on the works which are there adjudged to be the best of those so sent up.
- "6. That no further grants be made in aid, either of building, renting, or repairing Schools of Art; or of purchasing examples, models, casts, or apparatus."
- "7. If ever an inspector reports that an aided school of art is in use of unsuitable premises, or of bad models, examples, or apparatus, aid should be more or less accordingly withheld, until the local committee consent to make such changes as are deemed essential to the proper conduct of the school." A to slooded over of gurran suitable noun in the local consent of the school of the school

The Committee deliberated—Motion made, and Question, "That the Resolutions to be proposed by Mr. Bruce be now taken into consideration"—put, and agreed to.

Motion made, and Question, "That a central training school for teachers be maintained as at present, and sufficiently qualified scholars from local schools be admitted to the training school at the expense of the State, the study of decorative Art, useful for manufactures being the primary object; other scholars should also be admitted to the training school upon payment of remunerative fees—(Mr. Bruce)—put, and agreed to.

Motion made, and Question, "That the collection of works of decorative Art at South Kensington be made more generally useful than at present throughout the country, especially in connexion with local museums"—(Mr. Bruce)—put, and agreed to.

Motion made, and Question, "That a national competition of works from all the local Schools of Art in connection with the Department, continue to be held annually at South Kensington, and a limited number of prizes awarded"—(Mr. Bruce)—put, and agreed to.

Motion made, and Question, "That local Schools of Art be left to establish themselves wherever they can take root, and to extend their operations to all classes of society, and to charge such fees as their managers may think suitable"—(Mr. Bruce)—put, and agreed to.

Motion made, and Question proposed, "That the conditions of granting any State aid to local Schools of Art, be (a) that night classes for artisans be open at least three times a week at fees within the reach of artisans (b): that no charges upon the fees be made for rent or repairs, warming, lighting, and cleansing; and (c) that the teachers be certificated and receive the whole of the fees "—(Mr. Bruce).—Amendment proposed to leave out the words "(b) That no charges upon the fees be made for rent or repairs, warming, lighting,

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and cleansing"-(Mr. Chairman). Question put, That the words proposed to be left out stand part of the Question: - The Committee divided:

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reach of that class; thwo InnM	di didiw es Mr. Aldorlares
Mr. William Ewart itileool eds to	Mr. Edward Egerion.
Mr. Maguire.	.02 Just a Mr. Razley
Mr. Gregson.	Mr. Trefusis.
Mr. Potter. 111100 aban ad 2100003	Mr. Cave.
Mr. Gregon. Mr. Potter unde continue de locale de la	Mr. Arthur Mills.
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Adjourned to Thursday next, at Twelve o'clock.

Jovis, 7° die Julii, 1864.

MEMBERS PRESENT:

Sir Stafford Northcore in the Chair.

Mr. Adderley.	Mr. Salt.
Mr. Edward Egertonio loo.los bo	is view is image Mra Magairei
Mr. Bruce.	Mr. Lowe.
Mr. Potter.	
Mr. William Ewart. Bluons 81911	Mr. Arthur Mills.
Mr. Crum-Ewing, 19 101 DIEG 90	Mr. Tite.
Mr. Potter. Mr. William Ewart, bluods and Mr. Crum-Ewing. A not bisq ad Mr. Bazley and hi seals odt of	Mr. Cave.

Main Question, as amended, proposed, "That the conditions of granting any State aid to local Schools of Art be, that night classes for artisans be open at least three times a week, at fees within the reach of artisans; and that the teachers be certificated, and receive the whole of the fees."—Other amendments made.—Main Question, as amended, put, and agreed to.—Resolved, "That the conditions of granting any State aid to local Schools of Art be, (a) that night classes for artisans be open at least three times a week, at fees within the reach of artisans; (b) that the teachers be certificated, and receive the whole of the fees of the artisan classes; and (c) that the localities provide suitable premises, and pay all charges for rent, taxes, and repairs."

Motion made, and Question proposed, "That building grants in aid of providing premises be still made. The provision of premises free of rent, rates, and taxes, should be urged upon localities having or desiring to have Schools of Art."—Mr. Bruce.—Amendment proposed, to leave out from the word "That" to the end of the Question, in order to add, "no further grants be made in aid, either of building, renting, or repairing Schools of Art,"

And Adapted instand thereof. Question That the words proposed to be left put stend poort. (Mr. Adderley) instead thereof.—Question, That the words proposed to be left out stand part of the Question, put, and negatived.—Words added.—Main Question, as amended, put, and agreed to. - Resolved, " That no further grants be made in aid either of building, renting, or repairing Schools of Art."

Motion made, and Question, "That no further grants be made in aid of purchasing examples, models, easts, or apparatus"—(Mr. Adderley)—put, and agreed to.

Motion made, and Question put, "That the payment to certificated teachers be continued, according to the former Minute, that is, at the rate of 10 l. for each certificate; the number of certificates on which such payment is to be paid not being more than five in number, or exceeding a maximum amount of 50 l. to any one master."—(Mr. Maguire).

—The Committee divided:

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	Mr. Salt.	Mr. Arthur Mills.	1
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Motion made, and Question put, "That payments to certificated Art teachers be so far assimilated to those made to teachers of science, that a capitation payment should be made for every artisan student who has received 40 lessons within the year—(Mr. Adderley).—
The Committee divided:

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Ayes, 8.
Mr. Adderley.
Mr. Edward Egerton.
Mr. Bazley.
Mr. Maguire.
Mr. Arthur Mills.
Mr. Crum-Ewing.
Mr. Potter.
Mr. Salt.

Noes, 5.
Mr. Lowe.
Mr. Tite.
Mr. William Ewart.
Mr. Gregson.
Mr. Bruce.

Motion made, and Question, "That it be a condition of Government aid that a public examination of every aided School of Art be held annually, through the agency of its local committee, and that the results of such examination should be reported to the Department in such from as the Department may prescribe—(Mr. Adderley)—put, and agreed to.

Motion made, and Question, "That the works of the students, in their examination, certified by two members of the local committee as being the students' own work, should be sent up to the Central Department"—(Mr. Adderley)—put, and agreed to.

Motion made, and Question proposed, "That No prizes should be given by the Central Department on local examinations, except national prizes on the works which are there adjudged to be the best of those so sent up"—(Mr. Adderley).—Amendments made.—Question as amended put, and agreed to.—Resolved, "That fewer prizes and no medals should be given by the Central Department on local examinations of aided Schools of Art."

Motion made, and Question, That if ever an inspector reports that an aided School of Art is held in unsuitable premises, or uses bad models, examples, or apparatus, or that the teaching is deficient, aid may be wholly or partially withheld, until the local committee consent to make such changes as are deemed essential to the proper conduct of the school "—(Mr. Adderley)—put, and agreed to.

Motion made, and Question, That the Draft Report proposed by the Chairman be now read 2°, paragraph by paragraph, put, and agreed to.

The Committee further proceeded with the consideration of the Draft Report, and made several amendments.

[Adjourned to To-morrow, at One o'clock.

Veneris, 8º die Julii, 1864.

MEMBERS PRESENT:

Sir Stafford Northcote in the Chair.

Mr. Maguire. Mr. Potter.	Mr. Adderley. Mr. Arthur Mills.
Mr. William Ewart.	Mr. Cave.
Mr. Bazley.	Mr. Salt.
Mr. Gregson.	Mr. Edward Egerton.
Mr. Lowe.	Mr. Crum-Ewing.
Mr. Bruce.	

The Committee further proceeded with the consideration of the Draft Report, and made several amendments.

Question, That this Report as agreed to, be the Report of the Committee to the House—put, and agreed to.

Motion made, and Question, "That the votes for the Museum at South Kensington and for the Schools of Art should be kept distinct"—(Mr. Chairman)—put, and agreed to.

Question, That this Resolution, together with those previously agreed to, be reported to the House.

Ordered, To Report, together with the Minutes of Evidence and Appendix.

EXPENSES OF WITNESSES.

Name of Witness.	Profession or Condition.	From whence Summoned.	Number of Days Absent from Home, under Orders of Committee.	Expenses of Journey to London and Back.	Allowance during Absence from Home.	Total Expenses allowed to Witness.
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Edward Brewtnall	Schoolmaster -	Warrington 1-	, D 2	3 10 -	2 2 -	5 12 -
Joseph Patrick Bacon	Master of School of Arts.	Newcastle-under- Lyme.	8 - 6 1	.2 18 -	5 5 -	8- 8 ↔
Ellis A. Davidson and the Land	Master of School of Science and Art.	Chester -	3	3 8 6	3 3 -	6 11 6
Charles Heath Wilson	Architect -	Glasgow - The	d congress	7 5 4	2 2 -	9 7 -
David Murray - ~ ^-		Paisley			2 2 -	9 7: -
Edward Parker	Manufacturer	Sheffield	· · · · ·	3 3 -	3 3 -	6 6:
The Hon. Bouverie Francis Primrose.	i a ctine l	Edinburgh od -	77 8 15	7 3 4	3 3 -	10 8 -
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MINUTES OF EVIDENCE.

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MEMBERS PRESENT:

Mr. Adderley.

Mr. Bazley. Mr. Edward Egerton.

Mr. Crum Ewing. Mr. William Ewart.

Mr. Gregson. Mr. Lowe.

Mr. Maguire.

Mr. Arthur Mills.
Sir Stafford Northcote.

Mr. Potter.

Mr. Salt. Mr. Tite.

SIR STAFFORD NORTHCOTE, IN THE CHAIR.

HENRY COLE, Esq., c. B., and RICHARD REDGRAVE, Esq., R. A., called in; and Examined.

1. Chairman.] (To Mr. Cole.) WHAT office do you hold?-I am Secretary to the Science and Art Department, and General Superintendent of the South Kensington Museum.

2. You have been connected, under different titles, with the chief management of the Science and Art Department ever since its formation in

its present shape, I think?—Yes.

3. Since what year have you been so connected with it?—The Science and Art Department was established in 1853-4. The Practical Art Dedartment was established in 1852.

4. And your connection with that department dates from its establishment in 1852?—In 1852.

5. You had not been previously officially connected, I think, with the Schools of Design, though you had taken great interest in the subject?—Except a sort of commission from the Board of Trade in 1848, I had had no official connection with them.

6. (To Mr. Redgrave.) What is the office you now hold?—My office in connection with this inquiry is that of Inspector General for Art.
7. How long have you held that office?—Since 1847.

8. How long have you been connected with

the Schools of Design, or the Department of Art?

Since 1847. I was first appointed to the Schools of Design as teacher of artistic botany.

9. (To Mr. Cole.) Will you run briefly through the history of the Schools of Design so far as is necessary, to show the Committee the origin of the present department?—A School of Design was established at Somerset House in 1837. I do not find among the records that very precise principles were laid down as regulating its object. It was called the School of Design, and the general impression which existed for some years was, that its only object was to teach designers. The name was often objected to. The late 0.53.

Mr. Drummond said that it originated because the inventor of it did not know the English for the French word "dessin." In France there had been Ecoles de Dessin, which were actually schools for drawing. Somehow or other we got hold of the English name, "School of Design." The primary object of the school seems to have been for a great number of years, as it was often emphatically laid down, to teach designers as a class. It was found difficult to do that for various reasons. The manufacturers did not want the designers, whilst the public thought the English designs were bad, and the School of Design attempted to mend the matter. So strongly was that limited idea fixed in the minds of the managers of the School of Design, that when I was first appointed in 1852,—Mr. Henley, being then President of the Board of Trade,—I submitted to him an idea for establishing an architectural class, the object of which was to

improve earpenters and joiners.

10. Mr. Tite.] And masons, I think?—Yes, including masons. According to the rules then laid down, my duty was first to submit a Minute in respect of the probable cost of carrying the system into effect to the Secretary of the Board of Trade. Mr. Porter at that time was Secretary, and I find an endorsement of his upon my Minute. and I find an endorsement of his upon my Minute as follows: "I cannot think that Parliament ever contemplated the giving of instruction to carpenters, joiners, and masons." He said that the ornamenting of buildings, that is, the designing for the ornamentation of buildings, was the object contemplated; but the idea of teaching the first principles, those regulating the construction of buildings, did not seem to him, according to the then theory of the School of Design, a proper object. I think that is the strongest instance I can give of the limited poting then entertained of the object and limited notion then entertained of the object and

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scope of the School of Design. There were constant inquiries, of different kinds and under various kinds of management, into this School of Design, until at last there was a Committee appointed, of which the present President of the Board of Trade was the Chairman, in 1849, when a great deal of evidence was taken upon the subject... Many new principles seemed to be starting up then, or, at all events, were more or less announced by persons officially connected with the subject. If the Chairman of this Committee will allow me, I will refer a little to evidence that he gave at that time. The Honourable Chairman, at that time, was on one of the Committees for controlling the School of Design: the official control of the school was in the Board of Trade. I find, upon reference to his evidence, that he states, "What I should wish to do is to raise the taste of the nation; it is hopeless to do it by the establishment of merely eight or ten schools throughout the country; but what we must do, is to get a hold of the entire teaching that is going on, and make it good teaching instead of bad teaching, Some elementary instruction in drawing should be made part of the national education." Then the Honourable Chairman, after going into some details, recommends that the students should have a medal or a sort of degree given them for continuous instruction; that there should be a large extension of elementary schools; that examples should be purchased, and sent round to be circulated through the schools; that the provincial schools should be brought more into connexion with the head school, and that scholarships of 40% a-year should be established: and then, he added, at a different stage of the evidence, "I believe the system of individual subscription will break down. I think Town Councils ought to have the power to levy rates." These are all very important principles. I am prepared to show that when Mr. Redgrave and myself were appointed to consider how the Schools of Design might be improved, we bore most of those prin-

ciples in mind, and we attended to most of them.

11. Chairman.] That brings the history down to the year 1849, shortly after which the change was made by the establishment of the new system of the department in place of the old system of management by a Committee appointed by the Board of Trade. Will you inform the Committee generally what, under the old system, were the relations of the central school, and what of the local schools to the Government; how was the central school supported?-Both central and local schools were mainly supported by Government; the expenses of the central school were borne by the Government in a large proportion, in a much larger proportion than they are now.—(See Appendix.) The local schools are now.—(See Appendix.) The local schools received subsidies varying from 1501. a-year up to 600l. a-year, upon the condition that the locality raised, by subscriptions or otherwise, at least an equivalent sum to support the schools. If localities desired to have a school, they induced their members to come to the Board of Trade, and advocate its establishment, and then they agreed that they would raise annually an equal sum to that given by the State; and they did so at first. For two or three years the ardour of the locality was sufficient to raise the money, but by degrees it always began to dwindle down; the subscribers fell off, and the school having fixed its expenditure at the original point, a

the rate, for instance, of 600% from Government and 600% from the locality, soon found it was 200% or 300% in debt. Then it came to the Board of Trade to try to induce the Government to make up the difference, and there was a constant irritation and agitation to get more money.

12. I think the general principle on which the local schools were established was this; the were established in some of the principal seat of manufacturing industry; and the salaries of the masters were paid by Government out of Government grants, but a certain sum in the way of fees and subscriptions was expected from the locality to meet the local expenditure of the schools; the Government supplied examples, and the Government directed the system of instruction. Was not that so?—Yes, that is an accurate account, generally, of what took place. In 1852, when the subject was considered, the broad facts were these: there were 17 province schools, and two metropolitan schools, including both male and female students. The total amount of the Government grant (to local schools) was 6,850 l., and the total amount of subscription by the localities, in respect of the local schools, was 3,447 l.

13. Does that include both fees and subscriptions?—No; the subscriptions and fees raised in the local schools was 1,994 %. I am giving the sums in round figures.

14. In what year was that?—I am quoting from the estimates for 1852-3, showing the state of the Schools of Design for the year ending June 1851. A table was prepared in 1852, and was the last information then obtained.

15. Mr. Tite.] Was it in consequence of any recommendations of a Parliamentary Committee that the changes were made? There was a Committee in 1849, I think; was that a Parliamentary Committee?—It was a Parliamentary Committee, but there was a period of suspension before the changes were introduced into the school at that time, and nothing was done till January 1852, after the Exhibition of 1851. The total yearly amount expended in respect of local school from the three sources which I have mentioned namely, Government grants, subscriptions and fees paid by students, was 12,2917. The number of students was 2,842.

of students was 2,042.

16. Chairman.] Are you taking in the whole of the schools?—No; only the provincial schools. The average amount of fees paid by each student was 14 s. 0½ d., the average share of each student in the Government grant was 2 l. 8 s. 2 d., so that every provincial scholar cost the State 2 l. 8 s. 2 d. The average receipt in other respects from the locality is 1 l. 4 s. 3 d. per student, making the total average cost per student, 4 l. 6 s. 5 d.

17. Mr. Tite.] Of which the student paid 14 s?—Of which he paid only 14 s. The proportion that the Government grant bore to the fees was four to one, the proportion which the total receipts bore to the fees was seven to one. I can give the same facts also for the two metropolitan or central schools. I will state the total Government grant to the two metropolitan schools.

18. Chairman.] I think you have already stated that by the two central schools you mean the male and female metropolitan schools is Somerset House?—Yes.

Somerset House?—Yes.

19. Mr. Lowe.] In what respect were they different from the local schools?—They were different inasmuch as there were no subscriptions

to them, and they were under the sole management of the Board of Trade. The Government grant on behalf of the metropolitan schools was 3.475 L; the amount paid by the students was 4421, making the total receipts of the school 3,9171. The number of students was 454; their average payment per head amounted to 19 s. $5\frac{3}{4}d$.; the share of each student in the Government grant was 7 l. 13 s. 1 d.; the average cost per student was 81. 12s. 6d.; the proportion which the Government grant bore to the fees was 15 to 2; the proportion which the total receipts bore to the fees was 9 to 1. Then, besides these two items of State assistance, of 6,850 l. and 3,475 l., there was the sum of 4,730 l, which was applied to providing examples of art, books, school furniture, inspection, lectures, and provisions for grants to new schools. That sum could not be strictly apportioned between the local schools and the central school, and therefore it was kept dis-

tinct in the table which was then compiled.

20. Chairman. Out of the grant of 4,730%.

came the examples that were supplied to the provincial schools, I suppose?-Yes. The total number of students in two sets of schools was 3,296; it will be important to bear that in mind, as being the number of students that were being taught by the agency of the State in the year 1851 in all schools. I estimate that the average payment by the State per student was 2l. 12s. Perhaps I may say, by way of comparison, that in 1863, according to a return of last year, there were 79 provincial schools, and there were 11 metropolitan schools, hesides what we call the National Training School. The number of students in Art schools only, exclusive of 77,000 in poor schools, just a little exceeded 13,000, and I estimate that the cost to the State is about 1 l. 2s.

21. Chairman. You mean the total cost, do you not?—The direct payments upon the adults only.
22. Including the Government grant, the fees, and everything?—Yes; including the Government grant and everything?—Yes; including the fees noid by stument grants, but excluding the fees paid by stu-

dents and the local subscriptions.

23. Mr. Edward Egerton 7 Is

23. Mr. Edward Egerton.] Is that including all the expenses for the Kensington Museum the whole grant?-No; it is including exactly all the things which were reckoned in this statement of 1852. I am trying to bring the two cases as nearly as possible in juxtaposition. In taking only the 13,000 students as the number taught through this agency, I have left out another very large class of pupils. In addition to these 13,000 students, we have also upwards of 77,000 students. I refer to the children. In order to try and put the two periods in an equal comparison, I did not notice them.

24. Chairman.] Having given the Committee the total cost per student as being 1 l. 2 s., will you now state what is the Government grant per student?—For that I shall have to make a much more complete analysis than I am able to do at this moment. If you require that to be put in, I will do so.—(See Appendix).

25. Am I right in gathering from your statement that the old system before 1852 was, that there was a central school divided into two branches, males and females, which was under the direct management of the Board of Trade, and was carried on at Somerset House; that there were about 16 provincial schools in the most important seats of manufacture which received a small amount of subscriptions, and a small amount of fees, and a much larger propor-

tion of grants from the Government; that those schools were under the management to a certain extent, in respect of what we may call their material interests, of local committees, but as regarded the management of the instruction, they were under the management of a Government department, which at the time we are speaking of was the Board of Trade, and that the masters were appointed and paid wholly by the Board of

Trade?-That is so.

26. What should you say was the difference, if there was any difference, between the principles of the new department and the old schools of design, as they existed before the year 1852?—I shall be able to give that answer best by reading some passages from the principles which the Board of Trade sanctioned at the time of the change in 1852. The paper I am now about to read from was laid before Parliament with the Civil Service Estimates. It was submitted to Mr. Henley, who was then President, and generally concurred in by him and Lord Colchester: "But a certain amount of such elementary training may usefully be given, without necessarily oreating a separate institution for the pur-Drawing is, in fact, an indispensable branch of good general education, another language for the accurate expression of ideas, and may be beneficially connected with it. Hence, it should be the aim to give systematic and practical effect to the views which have been frequently expressed by the Board of Trade upon the desirableness of extending elementary instruction in the knowledge of form, to mechanics' institutes, to schools in connexion with the Committee of the Privy Council for Education, and other educational institutions, for the various classes of the community." Elementary drawing in National education was the new principle brought into activity in 1852. Then it goes on, "We believe" (that is, Mr. Redgrave and myself) that the extension of elementary schools for instruction in drawing may become a very important branch of this new department, they will promote the practical improvement of ornamental art applied to manus factures, and in the most important degree tend to enable the general public to appreciate such improvements when attained. For it must be obvious that unless the public, as consumers, are sufficiently educated to appreciate improved art in manufactures, it will not be the interest of manufacturers to aim at its production; and that the labours of this department must be in some measure fruit-Then arose the question of the establishment of schools that were to do something more than teach mere elementary drawing. In order to assist the establishment of additional schools in a principle of self-reliance, and to increase the interest of the localities in the existing schools, we think it right to notice a suggestion frequently made, that the Legislature should give a power of levying a moderate local rate for the support of schools of ornamental art until they became selfsupporting. We are of opinion that a dependence on local, rather than general, taxation is calculated to awaken the greatest amount of local interest and attention to the subject; and we think that a higher and more practical development would be given to such schools by enabling them to connect themselves with the Museums of Art, which, by the existing law, may be supported by local rates. We are the more induced to call attention to this point, because evidence was given before the last Select Committee of the

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the House of Commons on Schools of Design, by Sir Stafford Northcote, Mr. Solly, Chairman of the Sheffield School, and others, to the effect that not only a power to levy rates was expedient, but that some town councils already desired to possess it." Another principle which we conceived to be an important one, which was then established, was that we preferred that the school should not be confined simply to designers, but, in fact, that it should be open to the whole community, the different classes of the community paying fees according to the instruction that they obtained, and according to their status, We go on to say, "It must be most difficult in practice to draw a line as to the station of the students, and to exclude any who desire to attend; and we submit that it would be better to consider all classes as integral parts of the school." That was always a sore under the system of the old School of Design; the inspectors were always reporting that private classes were established, and that governesses were being taught, and that other classes than the designing class were being taught. We say, "We submit that it would be better to consider all classes as integral parts of the school, and under the direction of the local committees, rather than some of them as the mere private arrangements of the masters. Different scales of fees might be fixed, and the public left free to make its own choice of the hours of at-tendance. The fee should be carried to the general account of the school, and the master be permitted to share proportionately in them." That we to share proportionately in them." held to be a very important principle, and I shall be able to show the Committee that it has worked in the highest degree beneficially, "For it must not be forgotten that the schools are supported by the general taxation; and, on public grounds, it is desirable that everyone, whether a manufacturer, tradesman, or artizan, should be made acquainted with the principles of ornamental art." That point embraced two or three other new Then came the question of how, principles. practically, to improve manufactures, and upon that point, we say, "This consists of the practical application of the artistic powers, which the pupil already has acquired, to the exigencies of manufacture; to use the words of a Report of the School of Design in 1842, often repeated afterwards, in 'the study of the various processes of manufacture, and the practice of design for individual branches of industry, and in the practice of the various branches of decorative art. We submit, that the first step to be taken to accomplish this, is to place before the student fine examples of what has already been accomplished, in the speciality in which he seeks to be proficient. An educated designer, for ceramic manufacture, should at least have an adequate knowledge of what Japan, Meissen, Sèvres, and even Chelsea have already done, and he should aim to acquire a power of execution as high as that which his predecessors have possessed. should be instructed also in the principles which guided them to excellence, and taught to avoid the faults which marred the perfection of their labours. In like manner, the properly educated designer, for printed and woven fabrics, ought to be practically familiar with the early chintzes of India, as well as with the best specimens of work now produced at Paris, Mulhausen, Crayford, or Accrington. 210000 and controversy as to

how far those principles were all of them new, I

gather that you laid down the principles that schools should promote the education of designs and should promote the education of works competent to execute works of art; that is should also encourage the study of element drawing, and that the system should comb with those objects provision for the general provement of the taste of the public in matter manufacturing art. With regard to the princip of payment, I gather that you went upon principle that the Government should give a tain amount of support, but that it should lean much as possible upon the fees to be paid. Degather that you intended to lean much upon part subscriptions?—Not at all, we thought the subscriptions were a very uncertain source income, and therefore we left them out of to sideration altogether. What the Board of Tr announced was, get as much fees as you possil can; make everybody pay as much as you possican; we will give a stimulus by means of pri and certificates (there were to be prizes of ferent kinds, which I can explain to the Co mittee), and we will pay the master according he has shown himself to be qualified. We be by paying 10% to a master for taking a certific of competence; this was in 1851.

28. Mr. Potter.] You stated that the Bo said "get as much fees as you can;" but did not limit the fees upon the artisan class? only condition we made was, that there sho be a class open three nights of the week, for wh the payment was to be 6 d. per week; there mi be any other classes, at any hour, and going on any length of time; but, in order to justify interference of Government, we thought there should be an artisan class, and we also that there must be a certain amount of element teaching in the whole school. We felt, I thin may say all my chiefs have felt strongly, that Government ought not to be called upon to for the instruction of the middle classes, that t could pay for it amply themselves, if they li to do so; and that admitting them into sele was only justifiable, inasmuch as they helped support the schools by their fees. We thou it a sounder principle, instead of telling them, shall not come into the school, but you must port it by your subscriptions, to say, "you i come to the school, and obtain its advantages, you must pay a fair amount for doing so."

29. Chairman.] Will you now describe system as it at present exists? You have a cent school and a number of local schools; will tell the Committee, first, the constitution of central school, its object, and where it is blished?—The central school is established South Kensington. During the last six mon it has been located, for the first time, in prem that are reasonably commodious and permane Through the different phases of management has been shifted about from Somerset House Marlborough House, and into wooden building and out of them again; but at last it has g resting-place after 27 years of migration central school is looked upon not as a Metropol institution at all. For all purposes of its worlit might as well be established on Salis Plain, or at Weedon, if it was so desired. it is in London, and it has some advantages being in London; from being in the neighbourd of most of the scientific institutions which are London, and of the greatest number of muse The cost of the central school, as a national

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blishment, I shall be prepared to show the Committee in detail. I believe that it is very much less than the cost incurred at Somerset House in 1851. This is essentially a school for training teachers. I am afraid of wearying the Committee This is essentially a school for training with the details; but it is necessary that I should explain what is meant by "training teachers" Adults of both sexes come to Kensington, and if they wish to be teachers, and are wholly unqualified, they have nothing to do but to pay the established fees; if they be qualified, and have taken certain prizes in our stages of instruction, then the fees are remitted, and they come in without payment of fees. If they have advanced still further, and taken certain prizes, they get a little maintenance, beginning at 5 s. per week, and going up, in some cases, to 30 s. a-week. These teachers are required to attend at certain hours, and go through certain stages of instruction which are necessary to enable them to teach in the poor schools, then they remain and pass through other stages, and finally, when they have taken their certificates, which Mr. Redgrave will explain in detail, they are left to find occupation in teaching. Up to the present time I should say that the demand for teachers has rather outgrown the supply, but the demand is now pausing a little. The retult of that is, that the teachers are getting more qualified. During the first years of the establishment of the training school, we were obliged to send teachers out, having only one certificate. After a little time they staid longer and got two certificates, and now they are getting 3, 4, and 5 certificates, and masters, more highly qualified, are being produced. That has not gone very far, as you will see from the fact that, at the present time, I think the average number of certificates taken by the masters employed in the 90 schools is not much above two certificates and a decimal; it is not two and a half certificates, certainly. Then those masters in training are also taught to apply themselves to a knowledge of the objects collected in the Museum; in fact, the best is done for them that our wit enables us to suggest. Besides those masters in training, the school is open to anybody, and there is a large constituency, consisting of persons who come to the school, paying the fees from 8 l. a year downwards; paying the highest fees of any school. Those fees support the masters. We consider that the salaries to the masters, which are, upon the whole, much less than they were at Somerset House, are justified by their teaching nationally—that is training these masters for local schools. The other part of their remuneration is made up by the fees paid by these public students. That is the nature of the training school. I venture to express a hope that the Committee will come and see it. Of course I talk of it in the abstract, but they will have a much more exact idea of it if they will come and see it.

30. Under what management is that central school?—Perhaps I may put in a prospectus which will answer the question—(handing in the

31. Mr. Edward Egerton. What is the average number of pupils?—In 1863 there were 358 students paying fees in the spring session, and

303 in the autumn session,
32. Chairman.] You have given the maximum
of fees; can you now give the minimum?—I
think the lowest fee for anything is 1 \(\textit{l}\), for
attending a few lectures. (Mr. Redgrave.)—It 0.53,

is formed upon this scale; they pay 8 l. for two sessions for attending the whole time; but if they attend half the time, that is, from 10 to 12 o'clock in the morning, or from half-past 12 to 3,

they pay 21; or if they attend in the evening only they pay 21; all are upon the same scale.

33. (To Mr. Redgrave.) The whole of the male school is under the direction of a single head master, is it not?—Yes, subject to the Inspector General for Art; that remark refers to both the male and female schools.

34. Is the head master the master for both the

male and female schools?—Yes.

35. It is Mr. Burchett, is it not?-Yes; Mr. Burchett.

36. What is the relation in which he stands to the Inspector General for Art?-The Board looks to the Inspector General for Art as its advising officer upon all matters connected with art in the Schools as well as in the Museum.

37. (To Mr. Cole.) What do you mean by the Board?—The Lord President, and, in his absence, the Vice-President, of the Committee of Council on Education. The fees received in the central school in 1863 amounted to 1,458 l.

38. Mr. Potter.] What was the number of students?—There were 358 students in the spring session, and 303 students in the autumn session, who paid a total of 1,458 l. The number of students in training, that is, students for whom the State, in some shape or another, paid, as distinguished from students paying fees, was 53; and then the free students, who come in without

paying fees, were 62.
39. Chairman. Do the free students come partly from the central school and partly from the provincial schools? They come from anywhere; the students from the provincial schools are generally paid; they almost always have a maintenance of some amount. We consider that the training has advanced sufficiently far, and the teaching of drawing has also advanced sufficiently far throughout the country, that we should no longer undertake, at South Kensington, the training of masters for what is called the 1st certificate of the 3d or highest grade, but leave that to be done in the provincial schools, or elsewhere.

40. Can you give the Committee any idea as to what is the class of persons who come to the school, besides those who are in training for masters?—The bulk of them are the people we wish to get, but we have all classes, from

duchesses' daughters downwards.

41. Mr. Potter.] Have you any means of ascertaining to what class the students belong; could you give in a return containing that information? Of course every student fills up a paper, saying who he or she is, and we could analyze these statements, and see what they were; we have done it once or twice, and we can do it again, if necessary .- (See Appendix.)

42. Chairman. In so far as those classes are concerned, you think that the school ought to be entirely self-supporting? - It is so, absolutely,

and a profit is gained is hotometer od ligade 43. The sums spent upon that school by the Government you consider as spent entirely for the benefit of those who are to be trained as masters for the country schools?-Entirely.

44. (To Mr. Redgrave.) Will you now give the Committee a general idea of the course of instruction and the system upon which certificates are granted in the schools?—When the department was formed in 1852 there was no regular saruos or those principles were all of the & A

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course of instruction laid down, and one of our first duties was to attempt to arrange it in such a way as should be conducive to the purpose for which the school was required. The school was then under three head masters, and was divided so that each master was in some degree independent of the others; but very soon after that it fell under the head mastership of Mr. Burchett, on the resignation of the other masters shortly after my appointment as Art Superintendent, and then the course of instruction was laid down, which is now followed. It is the same in the head school as in the provincial schools; it begins by the simplest elements, and goes on by stages up to stage 23, in which the student is exercised in design as applied to manufactures. When the department was formed there was no regular plan of training masters at all; anyone who had been unsuccessful in art, by sending in a number of drawings and getting testimonials, and applying to the Board of Trade, perhaps through the Member of Parliament connected with his town, or otherwise, might get appointed. There were some good masters and some indifferent ones. I should say that when the school was first formed, there was rather a better plan adopted; four or five young men were taught, and I believe it was intended to send them abroad. I cannot find any record that they were sent abroad. But just before the formation of the department, there was no regular system on such appointments; the only way we had of knowing anything about applicants was by the drawings they sent in, and the testimonials they produced; we did not even know that the drawings were done by themselves, and the testimo-nials were of little value. The first object then was to try the powers of applicants for master-ships, and accordingly we began by a simple examination of them. Gradually it became the rather complex system (which is not very easy to explain without the drawings) which we have at present. The whole course of instruction was divided into five groups: if a master took a cer-tificate for the first group, which consisted of the mere elementary power of drawing, and a knowledge of perspective, and a little painting, he was then allowed to go out as a master. The school he conducted was in every way eligible to be connected with the Department of Science and Art. Those certificates bore a value of 10 l., and at first masters frequently went out with only one certificate of 10%. As Mr. Cole has explained, we gradually began to educate the masters further, and I believe some masters now hold five certificates; there are three masters who hold five. It was imperative that every master should take the first certificate before he went further; then the second certificate for painting; after these two, the third for the figure; one holding these three would be a tolerably accomplished master. Or they might take a first certificate, and then the fourth for modelling, and a fifth for modelling the figure; that would also show an accomplished master, especially with the addition of mechanical or architectural drawing. I think such constitutes the attainments of some of our best masters now; so that 40 l. upon certificates would be what a well-trained master would generally attain to.

45. Mr. Tite.] What was the meaning of your expression, a 10 % certificate? - Every master attaining such certificates, when teaching in a school approved by Government, would receive 10 l. per annum from Government on each certifi

cate he holds, up to a maximum of five,

46. Chairman. If he were not to get a school would he receive the 101.?—He would receive

nothing when he was not teaching.

47. What was the employment of a young man during the time he was waiting for a school? He would be going on to prepare himself for further certificates.

48. Would he be receiving anything from the Government? If he came up from the country he would be receiving 15 s., 20 s., or 25 s, a week as maintenance. It was our object to keep then with us at first, to make them more accomplished teachers; but latterly we have found that the demand for masters did not correspond with the supply, and we keep in the training-school only the best students.

49. (To Mr. Cole.) Can you now give the exact facts with regard to the number of certificates taken by the masters?—I can. Five masters have taken five certificates, according to the last returns; that is, they are eligible to receive 50 L, subject to the conditions of their teaching poor schools, and so on; 18 have taken 4 certificates, 40 have taken three certificates, 77 have taken two certificates, and 78 have taken one certificate; that is the proportion at the last returns of the training school.

50. Supposing that a young man had obtained a certificate, would he receive anything more than his maintenance-money before he got a school? Nothing more, and that only whilst he is under instruction in the school.

51. He would not be paid upon his certificate at all?—No; he would only receive his maintenance when in the training school.

52. Was he allowed to remain in the school as long as he liked?—Certainly not; if we offer him a school he is bound to take it, and go at once to it.

53. Supposing the schools were full; what means had you of providing for the young men, or of disposing of them?—We did not consider ourselves bound to provide anything for them (see Appendix). There were very stringent laws that they must take a certificate within a certain time; if they did not we struck them off the pay list, and though they might remain as free students for a time, yet eventually they had to leave the training school.

54. Some of them are employed as assistants in the metropolitan schools, are they not, and for temporary purposes of that kind?—Those masters who are in training are bound to teach in certain metropolitan schools. The system is not yet wholly like that in the provincial schools; they are obliged to teach whatever classes in the metropolitan art schools or poor schools the head
master assigns to them, to enable them to acquire
the power of teaching. The poor schools in
London serve as practising schools.

55. How do you classify the different schools
connected with the department outside the central
school; they are not all on the same fections

connected with the department outside the central school; they are not all on the same footing, are they?—There are a large number that we call Local Schools of Art. In two or three cases there has been a union of several poor schools, which unite to obtain a master of a School of Art, and form a sort of Local School of Art for the surrounding population to come to, where they have not the means of providing a School of Art otherwise.

56. Are the Metropolitan schools upon the

same footing as the Birmingham or Manchester School of Art?-Some are not; but, as soon as it is possible to do so, they are put upon the same system as the provincial schools; they have then all the advantages which the provincial schools

57. What position does a fully constituted provincial school hold, with reference to the department in matters affecting its constitution, the appointment of masters, and so on?—It is set forth in great detail in the Directory, a copy of which I hand in (handed in); broadly, I should say that the schools appoint the masters and

manage their own affairs, except as to instruction, 58. That is to say, the local committees do so?—Yes, the local committees appoint the masters; we do nothing more than give advice, if we are asked for it; the master, in respect of teaching, is bound to act according to the rules laid down; and to give notice of the results of his teaching; the local committee agrees that the inspector shall look at the school; the department aids with grants and loans of examples; in some cases it has aided with building grants, but not in many. As respects all questions of local management, such as whether the locality likes the school to be in a fine building or in a poor building, to be in a garret or in a cellar, provided the light is what it ought to be (for that is an absolute condition), the locality is the sole judge of the whole business.

50. Then, the department recommends the master and pays the master, or has hitherto, before the issuing of the new Minutes, paid the master 10 l. upon each certificate which he held? -Yes; it only recommends where it is asked. It sometimes happens that a local committee will advertise for a master, and get answers from three or four existing masters of local schools, who think they will be bettered; in such a case they

do not come to us.

60. (To Mr. Redgrave.) In any fully constituted provincial school, if the master held a certificate, or two certificates, the department paid him 10 l. upon each of those certificates; was that all that it paid to him, or to the school, directly in money ?-It was not all; there were certain payments that were made in respect of poor schools that were taught; there were payments for pupil teachers; there were payments to the school on the number of medals taken. For instance, every school was allowed to take 30 medals, that was the maximum under our minutes; those were awarded by the inspector who went from the central department, acting with the head master. If the school took 30 medals, or whatever number they took, it was allowed 10 s. upon each of those medals, to be expended in books, or examples, or works of art, for the benefit of the school. Then those drawings which had received local medals came up to the South Kensington Museum, and were arranged together, and among those drawings there was a competition for the national medallions, those medallions being awarded by Sir Charles Eastlake, Mr. Maclise, and myself; and whatever school took a national medallion, it was allowed 10 % worth of books, electrotypes, photographs, or works of art of any kind that would promote instruction in the school. Under the former Minutes they might take five of those rewards; latterly it has been limited to three.

Was the 10 l. applicable to all the purposes of the school, or were the schools limited in the

way they were allowed to spend it?-They were limited to examples, books, or objects which would improve the student's knowledge of design.

62. (To Mr. Cole.) They could not apply it to increase the salaries of the masters?—No; there was a little latitude given them: sometimes the school would say, "We wish such and such a cast; is there any objection to the 10%. being devoted to procuring that cast?" and the permission has generally been given.

63. When you say that 10% was to be spent upon works of art or examples, was no choice given to the local committee as to what they should be?—They had a list of such works from which they might choose; the head master came up at the end of the year generally, and chose

what would most benefit the school.

64. Then you meant to say, in your former answer, that there was some latitude given, and that they might choose something which was not in the list?—Yes; but the list operated beneficially in one or two respects; take, for instance, the case of Mr. Jones's "Grammar of Ornament," a valuable and almost unique book of its kind. The publishers came to us and said, "If you like to take a certain number of copies of this, you can do so upon reasonable terms." We foresaw that they would answer as prizes for the schools, and we encouraged the publication, and got it published at a somewhat lower rate than otherwise it would have been, having covered the risk. That has been offered as a prize to the schools. I can give three or four such cases. Take another instance: the Emperor of the French allowed us to take casts of almost all the objects in the Louvre, as well as the Musée d'Artillerie, at Paris, and they were converted into prizes, and the schools had the option of selecting them. Again, with Raphael's cartoons, the department went to great trouble and expense to get the cartoons photographed on a larger scale than was ever attempted before, some as large as the figures themselves, and they were put upon the prize list. Besides that, it did happen sometimes that a school found it most advantageous to take a cast of the Laocöon or the Venus de Milo, which they did not possess, and they asked to be allowed to take that in preference to taking anything out of our list. I do not remember any case in which such a permission was not granted.

65. (To Mr. Redgrave.) You stated that a school might gain 30 medals; who awarded these medals? The Inspector sent from the Department, who conferred with the head master, and awarded them. In order to make the standard pretty equal throughout the country, we occasionally changed the journey of the Inspector, and we find that by this plan, and by bringing up the successful drawings, and allowing them to compete for the National medallions, we have kept an equal

standard in our awards.

66. Three medals were awarded in the different stages, were they not?-Yes. It was not allowed to take medals upon more than three works on 22 of these stages, in order that the master might be induced to take the student as far as possible through the different stages of the whole course.

67. Will you illustrate what you mean by a stage or course; what were the stages?—The stages begin with geometrical drawing, that is, drawing accurate geometrical forms, then perspective.

68. Perspective was the second stage?-No; there are several sections in the first stage. A 4

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is the stage of the science of art, such as perspective geometry and mechanical projection, which are tested by a paper examination; but the next is the first of free-hand drawing, teaching the student to draw from flat examples; he has to draw ornamental forms from flat examples; it culminated in this example (producing a drawing), done from a piece of Italian Intarsca. The student was bound to do one of those as a test of his progress, and on such works he might obtain a medal. He might have worked from any set of examples in the progress of his studies, either Dyce's ornament or any other; but in order to test him it was required that he must do one or other of those two (showing two drawings); so that through all the schools ability in this stage is tested by the same examples.

69. The actual example, which you hold in your hand, was one of two which were given to all the 70 schools throughout the country for competing in drawing in that particular stage up

to that point? Certainly.

70. And that same example is given year after year?—It is given year after year. It does not limit the action of the school in anything previous to examination, but is the testing example. To show that it is necessary for us to have a careful test, and that it is requisite that our inspector should be very sharp, we have found, when it was permitted to make the copy the same size as the example, that they have squared the example all over, so as to draw it by a mechanical process. We have found them tracing the example, in some schools, the parts were traced slightly and then gone over with a pencil; therefore it has become necessary to have the copy enlarged to a certain degree, so that the two are different in scale, the example being about half an inch less than the drawing itself, and from long habit the inspector is very ready in finding out whether any improper ends have been used. It is very earnestly laid down by Sir Charles Eastlake that we should test all the students upon the same He says, "I and the other inspectors are not able to determine exactly the comparative merit of two works which are not from the samel example. For that reason we keep the testing examples the same. The next stage after this is the power of drawing in outline very accurately from the east, and thus our course proceeds, first, from the flat example, and next from the cast, or from the object itself. And then shading, first from the flat example, and afterwards from the cast or object, all through the course."

71. Supposing that in any school there were 20 students who presented drawings in one stage, and all these 20 drawings were good and up to the standard, would only three of them be able to get medals? Only three. Substantially we never find 20 up to the mark. To any one who is continually looking over a large number of those drawings, it is very easy to say which are the best, and out of 20 to throw out 15 which do not come up to the mark at all. It may be a question whether we give enough medals in the stage, but it is very desirable that we should throw the medals over the whole course, and not let the working continue in the elementary stages; it should go on so as to include gradually the

whole course.

72. Supposing four students, in any stage, produced works deserving of a medal, only three of them can get them, can they?-Only three of them can get them under the present rule.

73. What would be the case of the fourth ma would he be obliged to do another copy of same example again in the following year?--he can go on to any stage he pleases.

74. He would be allowed to do so, I suppose Very likely he would get the drawing honor ably mentioned, to show it was appreciate although he got no medal and the master payment; but he may immediately proceed another stage. We do not say to students, y must begin with this stage. If a man comes and says: "I am competent to begin with figure ; and the master thinks so, he may be with the figure, and his work may come up the prizes awarded in that advanced stage.

75. Could a man who had done a drawing 1862, which was only honourably mentioned that stage, present the same drawing for a med in 1863 ?- No; not that same drawing ; ever drawing which is examined is stamped with department mark, to show that it has alread undergone examination; it is never allowed come up any more.

76. Then if it was an object for la master gain three medals every year, there would be inducement for him to induce a man who h been honourably mentioned one year to repe the drawing the next year 3 That must be but it would be optional with the student; would desire to go on to the next stage, the master cannot restrain him.

775 Mr. Titer | He might repeat it if he like Yes.

78. Chairman. Can the same man get a med in a number of stages? Yes; but he would on receive one medal, while the master, under new minutes, would be paid upon each award, 79. Can you say at all how long it is before

school which is newly established can expect get any medals?—Six months.

80. Do you think that in a new school, after had been established for six months, there would probably be students who would be able to ta medals in some stages?-We never find a scho established with all the persons coming to totally ignorunt; all classes of persons come I never knew a school which had been establish six months that did not take some medals.

81. A school can possibly get 30 medals, a it not?-Yes.

82. (To Mr. Cole.) Can you give any accou of the average number of medals gained schools? We give in the annual report an exa return of each year. At present we cannot go it for this year?

83. Will you give in the exact return for year?—You will find in the annual report 1863 a tabular list, at page 106, of the ter Report, giving the following facts: name school, date of establishment, population, na of chairman and secretary, name of masters, at number of art pupil teachers, number taught public and other schools, number taught in central schools, total number under instruction number of successful students, that is, gainers prizes of one shape or another, total number local medals, total number of national medallion in fact, the table is exhaustive. (Mr. Redgrav As we are speaking of certificates, may I say, the although our central school trains masters, certificates are not given to those exclusive who are trained in the school; persons may col up from anywhere and, if examined and pass

they obtain all the privileges just the /fame as if they had been taught in the Central or Normal Schools I should say the number of certificates at this time is 218, that is, there are masters teaching in Schools of Art who have obtained 218 certificates; the whole mumber obtained in the de partmentais 489. "If paymentowas made upon all those wertificates the sum would be 4,890 1. but that is an impossibility, since the whole of the persons holding them are not employed in Schools of Aut. tl segin with this

84. (To Mr. Cole.) Is the same system adopted willy recard to an grant of certificates as with regard to angrant of inedals puthated than is obliged to execute ancertain specified work? The master is obliged to execute a large number of works The rules are laid down in the directory as to the works which it is necessary should be done to enable a man to get a certificated it states what works it is essential for him to do, and where he is free, that is, in drawing from nature orthings of that sorthings 29

85. (To Mr. Redgrave.) Are there certain works which he must execute? In the first group he must have executed eight works; he musty send am reight ordrawings; safathey are accepted by the Inspector General hel is then allowed atout dome wap for the paper bexamination, which is a very severe one, and if he passes it he takes the certificate for the first group

of the third or highest gradeon

% 864 Is there any system by which a particular subject is given which every master must pass?-Every master must pass in the same subject. (Mr. Cole!) Not in the same example; take, for instance, withou case off nad master mepassing in geometry; one master may solve some problems, and other masters may solve others; but they are considered equivalent in value; they are of a like character.

a 87.1 (To Mr. Redgrave.) There is (not a test example, is there? Yes, there is in some cases a given object to of course when you come to the advanced stages, where drawing from nature begins, there is no testing examples either here or in the schools. It can only be so where you have

an example to copy from.

88. Who are the inspectors by whom those medals are awarded?—Persons qualified for the purpose. Mr. Hart, a Member of the Royal Academy, Mr. Eyre Crowe, Mr. Wylde, a gentle-man who has taken the first of these certificates immself, and Mr. Bowler, who is the chief in-

89. They are officers of the department who are all themselves qualified as artists to judge of works of art? They are qualified either as artists, or as having received instruction in the

school.

.0 90. How long does the inspection of a school generally take? It varies according to the amount of work in the school; it may be from tive to three days, according to the work at night or not; but I am not sure of the precise time.

91. Supposing that a master or committee of a school are dissatisfied with the award of medals, have they any right of appeal to anyone?—We do not think it right in general to enter into any discussions upon any decision which has been come to; we keep open court at the inspection or examination; but there have been cases in which appeals have been made and attended to; for stance, appeals have been made when it was alleged that the inspector was not capable of + 0.53.

judging of mechanical or architectural drawing; A.H. Cole, and in that case the drawings have been remitted to me, mWe have called in assistance when it was necessary to see that the medals were properly awarded. I believe, in the case I speak of, the medals were not awarded at all by the inspector; he did not think himself capable of judging on that point, although he was a very able artist; it is very difficult to find a person who can range over the whole of the subjects of our course, including mechanical drawing, artistic drawing, modelling, and everything;

92. How do you consider that you meet that difficulty? If a work is reasonably well-executed as to drawing, the inspector is bound to give it a modal; if he found any difficulty he might remit it to London.

93. A think (you stated that the master of the school takes part in the award 2 He has usually done so, but he would not under the new regulations; under the old regulations, it was done by the master and the inspector together, calling in a third master from a neighbouring school, if necessary; under the new Minutes it would be done by a committee of inspectors meeting together and awarding the prizes in London; they are now at work, and wherever there has been any difficulty I have been called in to settle it; the object being that I should go giver the whole, and see that the awards were fairly made. Lithink there have not been more than two or three cases of a reclamation as to the award of medals in my experience of ten years. (Mr. Cole.) When this system of inspection was first established, it was the practice with respect to all the large schools, for three persons to award the medals. At Manchester, Sheffield, and Birmingham, which are large schools, we had the master of the school, the inspector, and some adjacent master of a school of equal standing with them. | That system was found costly, and fell out of use; it was only an additional expense; in the course of two or three years the third person practically ceased to act.

94. Going back to the position of the master, besides granting him a certain sum of 10 L, for each certificate, have you made any stipulations on his behalf with the local committees?-Not absolutely. You will find that so far as it was thought expedient, certain suggestive rules were laid down for the guidance of local committees, particularly of those local committees that had not yet established a school; The spirit of the department throughout has been to avoid anything like central dictation; of course, where you have to pay public money, it is the duty of the officers to see that the public money is turned to proper account, but except in a case like that I have mentioned, the department has always avoided any kind of interference. Broadly speaking, the committees were advised that they should divide the fees between the expenses for the management of the school and the support of the masters, but they have made variations in many cases; in some cases they have preferred to pay the master by salary, and they have almost always in such cases got into trouble by giving him a fixed payment instead of leaving

him to be paid by his work.

95. Mr. Lowe.] That is to say by results?— By results. Usually speaking, a master takes half or three-fourths of the fees; in some cases the whole of the fees. I recollect one case where a school did not prosper, and where the chairman

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of the Committee of Management said to the master, "We will find you premises, and you may take all the fees and make the best you can out of them;" and since that change took place, that school has gone on prosperously. Generally it is suggested that the fees should be divided in half.

96. Chairman.] It only amounts to a suggestion?—That is all; it is not imperative.

97. Was not it once a requisition?—We made no fixed laws, either as to the payment of masters, the share of fees to be given to them, or any other things connected with the monetary arrangements of the school.

98. Was any guarantee required at one time as to the amount of the fees for the first year?—About the years 1853-4, when a master could only obtain 10*l*. in respect of one certificate, he frequently had a guarantee that his whole income should amount to no less than 80*l*.

99. Mr. Tite.] A guarantee by whom?—By the department. That became unnecessary in time, because the masters almost always earned more than 80 l. In some cases, in dealing with the old Schools of Design, we gave a guarantee; but the result there was, that the master never

exerted himself, being content with his guarantee. We had to pay, once or twice, more than we ought to have done, had there been any testing

by results.

100. Chairman.] There was, in the recent Directory a regulation, that where a district School of Art was to be formed, the local committee must be able to guarantee that the master's share of fees received at the school and income from other sources, public or private, would not amount to less than 80%, was there not?—We began by guaranteeing that. The department used to guarantee that sum, Then it found, of course, that the localities were not unwilling that the State should guarantee all the expenses. In future cases, it was settled that the localities, rather than the Department, should guarantee the sum.

101. Then you do now require that the localities should guarantee it?—I do not think it is made a condition. A master having been trained by the department is free; he may go and make whatever terms he pleases. A master may be content to go without a guarantee, or insist upon a guarantee, and if the local committee want him they cannot have him without a guarantee.

The department does not interfere.

102. I speak of the arrangements up to the time when these new Minutes were adopted. Of course, the new Minutes have altered the system very considerably? - Yes; I should say with respect to the use of the word "must," that if we had to revise those Minutes at the instant, we would advise the Lord President, instead of "must," to say "it is necessary," because we merely mean that the masters will not go to the locality otherwise. We put no compulsion upon the local committee in the sense of saying that they "must" do it; the local committee comes and says, "We want a master." We then recommend half a dozen; but we say, They will not come unless you guarantee 80 L a year. The department has no power to compel a master to go who declines, and the local committee has no power to say that he shall go. It is a matter of mutual arrangement.

103. (To Mr. Redgrave.) With regard to the National Schools, what was the arrangement which you made originally with reference to the

number of national schools to be taught?—We began with three originally, and raised it to five but under our new Minute we have removed it altogether.

104. What was the stipulation which you made; will you explain it at length?— The master, in addition to teaching a class in the central school, which must be open three nights each week, at 6 d. a week, for the artizans, was bound to give instruction in five schools for the poor in the neighbourhood. If he could get 5 l. from those schools, well and good; if not, he was to teach them all the same, as part of the reason for the Government paying him money upon his certificates, and giving him the advantages which, as in a school in connection with the

department, he enjoyed.

105. It was made a necessary condition, was not it, at one time, that the local committee should find five schools willing to pay 5 hra year? It was; but we found it so difficult to get the schools that we were obliged to relax it, and it was relaxed; it was then required that one per cent. of the population should be taught. It is now further relaxed, and if a master has the artizan class in the central schools, the requirement of one per cent, of the population is in abeyance, (Mr. Cole.) I should say that the obligation of finding instruction for the poor people was one of the imperative rules. In 1852, the President of the Board of Trade at that time felt that that point was vital for the permanent success of the whole system. It was more important, if necesary to elect between one thing and another, to cause children to learn to draw early than to teach men who were already grown up. It was an absolute condition about the year 1853, that no local committee could get a master for whose payment, in part or by guarantee, the department was responsible, unless they could find three schools for the poor willing to be taught. That requirement increased, and five schools were made the imperative condition. Then it began to be rather difficult to get the poor schools to pay, and it was accordingly changed to a condition of getting one per cent. of the population taught elementary drawing in the course of a twelvemonth.

106. (To Mr. Redgrave.) What was the system of grants for pupil teachers?—The master of a School of Art was bound to teach a certain proportion of those poor schools himself. We laid it down that the master in a School of Art was bound to teach about 200 of those children himself; when the numbers became large, it was desirable that he should be assisted, and that gave an opportunity of his having pupil teachers. At first those pupil teachers were paid 10 l. a-year to assist him at the central school, and to be present in the school when he was away teaching in the poor schools. It was afterwards extended to 201. a year, on condition that the art pupil teacher taught 200 pupils. We required certain conditions from the art pupil teacher; for instance, to send up drawings to us to show, his progress. But after a while we found a difficulty in getting the drawings sent up, and we also found this state of things going on. We had it represented to us that a given number of children were taught in the schools, and art pupil teachers were appointed accordingly; but the next year, when the inspector went round, he found that the numbers had fallen to the extent perhaps of 100, 150, or 200, and then there was a great pressure put

upon us to retain the pupil teachers in the school, which we could not do, as it would be spending (covernment money improperly. Therefore, we arrived at a system of local scholarships, paid at the rate of 6 d. for each poor child taught drawing for one year, thus teaching 1,000 (which the scholar might do, and have time in the evening for his improvement), he would receive 25 l. a-year.

107. What was the system of free students? That arose out of our desire to get everybody instructed in the scientific part of Art education. They were very unwilling to take the dry part of our course, geometry and perspective, and that more severe work which is necessary to form good draughtsmen; and so we offered those advantages to every student who would pase four parers in our second grade examination. Here are some specimens of the papers passed (producing the same). Any student who passed those four papers, geometry, perspective, freehand, and madel drawing was entitled to a free studentship, and the master of the school from which he came got 4 h; and the school 1 l.; so that we paid 5 l. for those free students.

108. They were established for the special purpose of promoting scientific study, were they not?

Yes. If a student get a medal the year following his passing on the four papers, he obtained the scholarship for another year, and the school was paid 1 t, as fees for his free-studentship.

109. You mentioned, I think, some schools which were not perfectly constituted, but were unions of towns, where there was not enough demand for the training to establish regular schools of art; what was the system pursued with regard to them?—In most respects the same.

110. Were they required to have rooms in each of the towns, and one common master to teach in each of those rooms?-They were required to have a room, the most central which could be obtained in the district, which very often was in one of the schoolhouses already under the Committee of Council on Education, where they had an opportunity of getting pupils together two days in the week to instruct them. They very seldom had evening classes. The difference between those schools and the others was that we did not give them the 10 s. and the 10 l. prizes, because they had had only a temporary location; no proper place in which to put the works of art. When we give the prizes of 10 l. and 10 s. there is a certain lien, a right of the Government in them; they are supposed not to be liable to be passed away; but are to be kept in some room devoted to public purposes; and as these schools had no fixed room we could not give them those

between such a case as that of several towns forming a union, and a school in a large town throwing out a branch. What were the branch schools?—Those schools arose in this way; when a master found that he had time to give some evenings in the week to some neighbouring locality, and a committee could be formed and a room obtained where a mechanics' class was established, it became the same as the central local school in the neighbouring town.

112. Was it with the aid of his pupil teachers that he was able to manage that?—Partly by the aid of the pupil teachers, but he was bound himself to be present certain nights in the week. I will give three instances of such schools, taking them in the order in which they stand in the list 0.53—1.

before me. There is a master appointed by the committee at Andover; they make arrangements for him to hold classes and to give instruction in Basingstoke. The Mayor of Andover is the Chairman of the Committee, and there is a secretary at Andover and another at Basingstoke; their head-quarters may be said to be at Andover. The Birmingham school has a branch at Spon-lane. Messrs. Chance are anxious that their work people should be taught drawing, and they give accommodation in a school which they have established themselves at Spon-lane. The master or one of his assistants goes from Birmingham and teaches the Spon-lane School once or twice aweek. Then, again, the head school at Carnarvon is connected with schools at Bangor and Port Madoc. Perhaps some members of the Committee may know the district. The teacher is a most zealous hard-working man, and in Bangor he teaches in something very little better than a garret; he takes the risk himself, he pays the rent out of the fees, and goes over to Bangor twice a-week, and gives the artizans on two evenings in the week instruction at Bangor. He goes over also to Port Madoc and holds classes. There is not much artizan population there attending his classes, but rather a gentry population, particularly in the summer; he finds that it pays him; he makes his own arrangements there; he takes the room and gives lessons two or three times in a-week. The head-quarters are at Carnarvon, where the school is held in the national school-

113. Taking the cases you have mentioned, are there any advantages which the school in Birmingham has from the department which would not be open to the school, at Spon-lane, with regard to the grant of medals for instance, or the supply of examples; are those advantages which the school at Birmingham would have in which the other schools would not share?-In respect of examples, all the schools are upon the same footing, they get 40 per cent. upon the tradesman's price. In respect to the medals, those little outlying schools do not come much into the medal category, but can take them if able, Taking Carnarvon, Bangor, and Port Madoc, as an illustration—there might, or might not be more than 30 medals given to each place. In fact, taking the last return in that case out of all the three places, instead of 30 medals, only seven were obtained.

114. (To Mr. Redgrave.) Taking Birmingham and Spon-lane as an illustration, would the Spon-lane school be allowed, if the Birmingham school had got 30 medals, to get 30 more?—Certainly. Although it has never sent up works hitherto, it is doing so now. Birmingham will take a large number of medals, perhaps 30, but we should not object to Spon-lane taking three or four, or whatever it might arrive at.

115. Could Andover take its three medals in one grade, and Basingstoke at the same time take three in the same grade?—Certainly.

116. There would be no objection to that?—No. 117. (To Mr. Cole.) What is the system with regard to making grants for buildings?—We make grants for buildings within certain limits. The present arrangement is, that towards the erection of new premises, the department is authorised to make grants not exceeding 2 s. 6 d. per superficial foot of area, up to 4,000 feet, or a maximum of 500 /. in any ease. We have not made a great many building grants—we have had about six or

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seven applications, and we have made five or six grants. There has not been much result in the way of public expenditure. Of course there has been the advantage to the locality in stimulating the people to get suitable buildings, and that has been a great advantage. I could mention instances where localities have built schools independently of this building grant in which almost everything has been done that ought not to have been done for a School of Art. I think that the action of the department has been extremely useful in some cases in stimulating places to build a school, but in all cases it has been useful in causing a locality to get a school suitable for its purpose. I will mention a case upon that point. A locality is going to spend 13,000 l. or 14,000 l., and is anxious for the honour of the thing to get 500 l. of public money. The effect of the grant in that particular case will be to get them more suitable premises than they would otherwise than got for without suitable premises than have got; for without suitable premises they will not get the 500 l., and besides that, the effect will be to compel them to avoid a mortgage upon the building, for if they have a mortgage upon the building they cannot get the 500%. Besides the building must be eligible in all respects. That case arose in a very large, populous, and wealthy place; it might seem super-perfluous to be spending that money except for a small place, but it is not.

118. Mr. Edward Egerton.] What is the place you refer to?—That place is Leeds; Leeds was very anxious to get the 500 l. for the moral influence of the thing. I believe the conditions of their getting the 500 l. are such that they will have no mortgage upon the building, and I believe that there will be very eligible premises rent free for the Art school.

119. Chairman.] Do not you insist upon some conditions as to the maintenance of Schools of Art receiving grants from the Government which are rather severe?—As regards building grants, I think we only require that the building must be set aside in perpetuity for public purposes, and that there shall be no private rights over it;

it must be in the hands of a corporate body.

120. Mr. Tite. It must be freehold, must it not?—Xes, or something tantamount to freehold. I think there is no condition imposed which is

not wholesome.

121. Chairman.] There is an impression prevalent in some quarters that the Department would require that the buildings which were erected with any aid from the Department should be appropriated to a School of Art connected with the Department, so that if at any time the local Committee should wish to conduct their operations independently of the Department, they might be called upon to repay the money; is that impression well founded?—I think there is no rule that leads to that conclusion at all; I am not aware of any; in fact I should say, that the spirit of the Department is to get rid of schools as quickly as possible, if the public will manage them themselves.

122. Chairman.] The schools which you aid are under certain regulations with regard to the mode of lighting, and with regard to the arrangements of the rooms? - Yes. Mr. Redgrave has found, after a careful examination of the drawings of many schools, that they have sent up drawings without scale, and therefore utterly worthless; but we have now made provision against

123. Mr. Edward Egerton (To Mr. Redgrave —Do you not consider that Leeds is a case which the Privy Council might exercise its cretion, by refusing the grant of money?-Pe haps, if the Department gets a great deal mo good for the public than the worth of the mone it would be as well to grant it. (Mr. Cole With the Vice-President's permission, I wou say that the case, put by the Honourable Men ber, has actually occured; the Lord Presiden did decline to grant it upon the ground of wealth and importance of Leeds; Leeds can up and pleaded very hard indeed to have the 500 L, and threatened to bring its members up support its claim; and it showed reasons which prevailed, and the grant of 500 L has been pro mised to Leeds, securing the two public object which I have mentioned: first, very much be ter accommodation, that is, more suitable and ap propriate, than otherwise would have been; and secondly, compelling the Leeds people to rais sufficient money to pay off the mortgage and have no debt.

124. Mr. Lowe Do you remember what it reasons for altering the decision were in the case?—Yes; it seemed to be strictly within the rules; the Leeds people said that it would be very sharp practice upon the part of the Depart ment to decline to grant the money only on the ground of Leeds being a populous and wealth

125. There was nothing said about populor places in the rules, was there? No.

126. Mr. Potter. Leeds would not take the advice of the Department without the money?-I am not prepared to say that; I do not know. 127. Mr. Edward Egerton. Were the building

regulations of much use in that case?-They were wanted. There was vrather a tendency build the premises more grand and important than was necessary.

128. Chairman. You allow the building grants, do your not, where an institution, low prising more than a School of Art, is in contemple tion, limiting the amount of the grant to the amount of the whole expenditure which applie to the School of Art !- Precisely; there is n objection to connecting a School of Art with museum or a public library, provided the who building is freehold, or what is tantamount freehold, and has no demands upon it; it mus be a really public institution. (Mr. Redgrave And there is also the condition that the sum upo which our proportionate grant is based, is be valued according to the amount of space give to the School of Art itself."

129. Therefore in such a case, you are obliged I suppose, to stipulate that a certain proportion shall be always kept for the School of Art, and that it shall not be applied to the purposes of the museum or library? I am afraid we have me made such stipulations; we have no rule for the future, that after our having once paid the mone the school should always be kept in the sam position on the building. 130. (To Mr. Cole.) Let us takenthis case

that an institution was in contemplation (I have one in my eye), in which there were to be museum, a free library, and a School of Art, and that application was made to the Department for a certain grant for the building the grant of the Department would of course refer to the portion of that building which was intended to be apart for a School of Art, do the Department

take any security that the whole building should not five years hence he given up entirely to the museum?—Certainly; the Corporation makes an agreement with the Department that it will appropriate this given space in perpetuity, for the purposes of a School of Art, and always admit

the Government Inspector,

131. But they need not make a stipulation that the School of Art should always be conducted in connection with the Government Department? They have not done so, and I apprehend they would not [Mr. Redgraves] They know the value of being connected with the Department for the sake of the payment; at least, as long as the State gives anything, they will continue in connection with the Department. When the State does not give anything, it will have less to chre for.

132. Mr. Tite. You think that the value of the grant is quite met by the advantages obtained

by the public & Certainly,

183. Chairman (to Mr. Cole). What advantages do the local schools derive from the central schools besides the training of the masters — There are the payments, but those come from the

Department.

134. What other advantages besides those which you have mentioned do the local schools derive from the central department? - Supposing a school to begin ab initio, there is the building grant; then there are the payments to the master for results; next there is the inspection; next there is the power of borrowing anything that can be borrowed, weither from the library or from the museum; next, there is the advantage to the school of subjecting itself to a tolerably stiff competition with all the schools in the country, and of coming to a sort of centre where the proficiency of the students may be tested. Those are the main points of advantage; there may be others. (Mr. Redgrave.) There are also the 150 scholarships, connected with the central department for which any school may send up a qualified scholar to compete; and there is the payment of 11. a week to each student chosen. The masters have been occasionally admitted to the museum when they have been up in London, and they have been permitted, at various times, to make a requisition to come up in the holidays and study in the museum, if In case they copy works of art in the museum to the extent of 10%, their copies are purchased by the department, if they are found worth purchasing by the Inspector-General, and given to the school for its juse (Mr. Cole.) Besides that there is the system of the department, by which they get the advantages of the supply of the examples. I do not think I am saying too much when I say that I think the system matured now in this country is superior to the systems of all Europe put togethered The Lord President lately directed Mr. Redgrave and myself, with a number of masters, to go and see what France was doing.

135. Mr. Potter. When was that?—Last year; we saw the drawings from the various schools in France, and from Paris itself, brought together in the Palais d'Industrie; and I could put in evidence the opinion of the French, which is, that England is so far ahead in the way of method and precision in instruction, as well as to a certain extent in execution; that, unless their Schools of Art are re-organised, they will go into the background. I wish to mention that as showing the advantage which a local school ob-

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tains by connecting itself with the central depart-

136. Mr. Tite.] Did your comparison include

architectural drawing?—Yes.
137. Chairman.] With regard to one of the advantages you have mentioned, the supply of examples; have any complaints been made from local schools as to the quality of the examples?— Sometimes a lithographic stone has been worn down, and a very proper complaint has been made, saying, that it was time it was renewed, and then it has been renewed. I dare say that sometimes a cast is not quite as crisp as it might be, and, perhaps, as it ought to be; but, on the whole, I should say there is very little complaint indeed. Of course the schools would like to get examples for nothing; and they sometimes have said you are a little stingy in not giving them for nothing, but that plan was tried and found unsuccessful in former times; it was found necessary to require

the locality to furnish some part of the funds.

138. With regard to the quality, you do not think there is much complaint?—No; nor do I

think there is much ground for it.
139. (To Mr. Redgrave.) What is your opinion with regard to the test examples which it is necessary that all students should execute in passing for medals?—I think they are the best that can be obtained; of course the masters would rather that the scholars should escape from such a test example altogether; we prepare fresh ones from time to time, and whenever one is prepared,

an example is sent round to all the schools.

140. (To Mr. Cole), The books in the library are supposed to be available for the different schools, are they not?—Yes; they are not only supposed to be so, they are so, absolutely. A local school has nothing to do but to apply for a book, and it has the book; if it is a very costly book, in 8 or 10 volumes, perhaps it has only one at a time; of a cheap book there are generally two copies. A school may have to wait, because another school may have got the book it wants; if the library were larger the demands could be answered more rapidly than they are; but if I had to remark anything, it would be that the offer of books is not sufficiently appreciated by the local schools, and the same remark applies with regard to the museum. I think that the local schools do not use either the library or the museum so much as they might, or as it would be well that they should, but that is not owing to

our rules. 141. (To Mr. Redgrave.) Do you think they are generally aware of their right to get articles from the museum?—It is very difficult to get men to look after their rights. We point out in every way we can the advantages of the Central Department; but it is difficult to make them understand it. I was talking to a master yesterday about our rules, and I said, "Do you know what you have a right to? do you read your directory?" and I found that he did not.

142. Mr. Gregson. Is there a limit of time within which books must be a second to the control of the second that he did not.

within which books must be returned to you?+ There is a time fixed. I think it is six weeks.

143. Mr. Tite. Are they sent by the ordinary conveyances?—Yes.

144. Chairman. Who pays the carriage of them?—The school pays the carriage one way,

the Department pays back carriage.

145. Mr. Tite. Have you ever lost any books?

We have never lost any. Then again there is the travelling collection; that is a great advantage.

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146. Chairman (to Mr. Cole). Can you read to the Committee the rule with respect to borrowing books and works of art?—This is the rule, "In borrowing works local Committees must guarantee their security from damage and their safe return. The charges for carriage to the local school must be paid by the Committee; but the Department will pay the cost of carriage back." The object is to secure their return as far as possible.

147. Chairman.] With regard to the catalogue, have you heard it stated that the schools should have a more complete catalogue provided, in order that they might know what works there were which they could borrow?-I have never heard it remarked; but that is a very large question which the honourable Chairman has touched upon. Our catalogue never could be complete, because we are adding books to our library every day, just as the British Museum catalogue never can be complete. But the importance of having something like a complete Art catalogue up to a given date has been brought before the Lord President lately; and he has sanctioned the principle that we should now attempt, once for all, to make an Art catalogue of the Art literature of Europe; that is, of the Art books published in any country of Europe. If we make that up to a given time it will be a complete work then, and it will only be necessary in that catalogue to mark the books which are in the library, and we shall always see our deficiency. That, I think, provides for the case as regards the completeness of the catalogue, or even the library up to a certain time. Of course, it will take two or three years to get that information.

148. Is it proposed that the catalogue should be in some measure a descriptive catalogue?—It is proposed first to collect from all the great libraries of Europe, Paris, Munich, Berlin, and other places, the names of the Art books to be found in those libraries. I daresay the titles will be taken out sufficiently full to enable people to analyse them and classify them as they ought to be arranged.

149. It would be an advantage, would it not, to masters and others, to have such a brief description of a book as would enable them to know what its character was, and whether it was desirable that they should send for it?—Certainly; it is only a question of time and money in making the catalogue.

150. What is the system pursued with regard to the travelling museum, and what do you mean when you use that term?-The travelling museum consists of a selection of works of Art which circulate round to any local Schools of Art willing to make the necessary arrangements for exhibiting it. The collection may be said to be comparatively fixed; it is changed a little at times, but there is a standing collection maintained. The Committee will find the whole account of the action of the travelling collection in the annual reports. In the report for this year, which I can lay before the Committee, you will find a fuller account of it and its results than has, I believe, hitherto appeared. It is at page 134 of this year's report: that table gives the substance of it. The collection goes round the country, and each locality makes its own arrangements for exhibiting it. Sometimes it makes very good arrangements, and the affair turns out profitably. Sometimes the people go to great expenses, and it turns out a failure. On the whole, I should say it turns out profitably. Sometimes it has been

the means of relieving the local schools febts.

151. Mr. Edward Egerton. There is a chamade for admission to it, is there not?—A slicharge.

152. Chairman.] The system is, that the seum is sent down to any place it is exhibit and the visitors pay for admission to see it Yes, excepting the students of the school, where the school, where the school, we have free admission.

153. I see in this summary of general resu that in some cases a very large number of visit are mentioned as having been present, and a ve large receipt is stated, but as far as I can und stand it, in those cases in which there have be large receipts, there have been peculiar circu stances to account for them. I see, for instances that whereas in many towns the number of da for which the exhibition was opened was fro 20 to 40 or 60 days, and in which the attendan was moderate, there are on the other hand or or two cases, as for instance at Barnstaple 1859, where the exhibition was open only for five days, and yet upwards of 32,000 visitors attende it; that I suppose must have been owing to som peculiar circumstance?—Yes; you will find to or three cases like that which occurred in the West of England;—the West of England Agn cultural Society for the last three or four year have always aimed at having the Art Collection i connection with their Agricultural Show, and the whole thing has turned out very profitably for both parties.

154. Mr. Tite.] Did that occur at Barnstaple.—Yes, it occurred at Barnstaple, and it occurred at Dorchester and somewhere else, I think, also We have now again an application from the West of England Society of the same kind.

of England Society of the same kind.

155. Chairman.] In those cases where it appears that the travelling museum has been proficable, as at Barnstaple and at Dorchester, it connection with the agricultural exhibition, anyou aware that, besides the travelling museum, great number of works of Art were collected by the Committee from the neighbourhood as loans—Certainly; and it is part of our advice to Committees that they should endeavour to add tour collection by obtaining loans of specimens of works of Art from private collections in the neighbourhood.

156. In some cases, as perhaps you are aware that has been done very extensively?—Yes; I should say if the local Committee will take little trouble, and have men of business on the Committee, they may almost always make a attractive exhibition, and a profitable one. The cases where there has been a complaint of this travelling exhibition, have generally been those in which nobody has taken any trouble about it.

Take for instance the case of Hartshill.

157. Mr. Edward Egerton.] That is in the Potteries, is it not?—Yes; at Hanley they took a good deal of trouble, made the thing very successful, so that the school got out of debt to the extent of 200 l. or 300 l., and the Committee is its gratitude gave silver testimonials liberally at the persons locally connected with the matter. In the adjacent parish of Stoke-upon-Trent the exhibition was held at Hartshill, a village just out of the town. In that case, unluckily, the managing Committee were all out of town for their holidays, and nobody took any trouble about it, and there was a loss.

158. Chairman.] At Hanley, was there as exhibition

exhibition of the travelling collection alone, or were other things exhibited with it?-I think Mr. Ricardo sent some water-colour paintings, but it was essentially an exhibition of our travelling collection.

159. Do you think it fair, upon the whole, to sum up those results, as the results of the travelling exhibition, seeing that in many cases the results have been obtained by the loan of works of art from other sources?—I think the travelling collection has been the stimulus which has induced localities to make little collections of works of Art, which otherwise would not have been exhibited. I consider it rather as the prime mover in the business. With respect to the qualification which the Honourable Chairman has alluded to, on the ground that it was combined with the Agricultural Show in the West of England, they have certainly coupled the Art and the agricultural exhibitions together, and you can qualify the results as much as is necessary on that account.

160. Is there any School of Art at Barnstaple?

161. Is there any School of Art at Dorchester? I am not quite sure whether it is not in con-

nection with some place as a branch.

162. I see that, with the exception of Dublin, by far the largest receipts are those at Barnstaple and Dorchester, both of those being places at which there are no Schools of Art, and at which the Bath and West of England Society, which you call an agricultural society, but which has other objects in view, held its meetings at the time. Do you think it is quite fair to put down, as the results of the travelling collection, the receipts of two such places as those, without some explanation? — Of course, you may add some explanation in every case; but so important does the West of England Society consider this Art Travelling Collection, that within the last two or three days, they were not content with making a formal application, but Lord Fortescue has made a private application to the Lord President, to have it again. I wish that the Schools of had sufficient local accommodation; if they had, probably they would make use of it so as to have the exhibition from the central museum in every school as often as possible. We are only doing the best we can to induce them to have it.

163. Mr. Potter.] How did it happen that the receipts at Dublin amounted to 5,897 l., when there were only 19,158 visitors to the exhibition? -The exhibition there was connected with the Royal Dublin Society, which is accustomed to get up exhibitions of its own, and make its own

arrangements for payment. 164. Taking the receipts at 5,800%, and the visitors at 19,000, that comes out at 4s. or 5s. ahead?—Perhaps it is to be accounted for in part by the season tickets. The Irish people are very fond of having an exhibition which is a sort of promenade.

165. It seems as if four-fifths of the whole reccipts had been in Dublin?-Yes; they have very good large rooms there; and they spent a portion of their own funds in making the thing very attractive.

166. I think the exhibition went to Man-

chester, did it not?—I believe so.

167. I do not see any mention of Manchester in this list?—I do not know whether the travelling collection as such has ever been in Manchester. They have frequently had objects from 0.53.

the museum, but I do not know whether they have had the travelling collection. I find the returns for 1863 show that the travelling has been in Manchester.

168. Chairman. (to Mr. Redgrave).] I think you mentioned, did you not, some other advantages which the local schools derived from the Central Department?—Yes; the local schools can apply to us at any time when they have a soirée for the distribution of their prizes, or for other purposes, as in fact they are accustomed to do, to send down as many objects as we can. There is a constant action of this kind going on, both as regards works of Art and objects in the museum. And, further, when we purchase anything very rare, it is sent down to the locality most likely to be interested in it. For instance, a fine piece of metal work would be sent to Sheffield or Birmingham. They have a right to expect that we will do that as far as possible, consistently with safety.

169. You have not told the Committee how you define an "artizan." As to the classes admitted into these schools you make it a condition, do you not, that there shall be a class open three times a-week at a certain fee?—There is no condition in respect of classes. We find it impossi-ble to make a condition. Those who like to go and work with the artizans in the evening can do Those who wish to work by themselves in

the day-time pay a higher fee.

170. Therefore, if a nobleman's son chose to work with the artizans, he would do so at the sixpence a-week fee?—Yes; 2s. a-month.

171. Is the master at liberty to open any other classes he chooses?-Any classes which he and the Committee think well to establish at any

terms they choose.

172. You take no precautions to prevent your masters from setting up any unfair competition with private drawing masters ?-None whatever; we find that the rigidity of our course always keeps out those who want only a little accomplishment in drawing, and those who wish to go further will get a thorough grounding in the A. B. C. in our schools, and then go to artists who may have special power of landscape drawing, or portrait drawing, or whatever it may be, in the neighbourhood.

173. Is your course enforced at the morning as well as at the evening classes?—As far as we can enforce it—the rewards are so laid that to obtain them the students must go through our

174. If a master find it pays him better to set up a landscape drawing class, or any other class, entirely out of your course, and charge really high fees, could he do so?—We could not prevent him, but that class would get no rewards and no medals, and we have found all classes very anxious to gain our medals.

175. Have you found that there have been complaints from local drawing masters of competition?—We had great complaints heretofore, but I think they have been entirely quieted now.

176. Have you made any inquiries as to the justice of those complaints?—The complaints have been made before the establishment of the school; after a little while the parties became satisfied with the working of the school, and we had no further complaints. (Mr. Cole.) I think, in one sense, there is no competition at all with the local masters—I think you could hardly find a single school out of the metropolis where they

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the medals ?- (To Mr. Cole.) That varies. I have a case before me of a local school which, I apprehend, considers itself aggrieved by the new Minute. In this case, the local art-master gets 40 l., on his certificates; he has three pupil teachers, upon whom the school received 60%, making 100 t. of direct payment.

You are speaking of what the school received before the new Minute, are you not?-Yes. The sum received in respect of grants upon children of poor schools, medals, examples, and other aid from the State, was valued at 1141., making a total of 214 l. in the year 1863. We can at present only go upon the statistics of last year; upon the new system the master would get his 101. for the annual report; for the number of children taught he would get 201.; he did get in 1863, 28 local medals, which, taking them at an average as yielding 30s. (a very low average indeed) would have given 421. to the school.

What do you mean by taking the medals as yielding upon the average 30s. each?—Some carry 1 l., and some 50 s., according to the works for which they are awarded, making a very fair average of 30s. Therefore the master would have got 421; he did take 34 prizes in the second grade at 10s. a-piece, making 17 l... school, therefore, instead of getting 100 l. last year, would have got 89 l. under the new system, even supposing that, under the stimulus of working for a payment by results, instead of a sort of subsidy, there had been no increase at all.

215. And supposing also that all the medals gained had been gained by artizans?-Yes; there remains a deficiency of 11 to be made up. But the master may get a payment upon the national medallions and upon other extras. Supposing he had prepared one person for the first certificate of the third grade, he would have got 15 l. for that; supposing also he had produced certain designs, he would have got 3 l. for those designs, consequently, if he had no increase whatever upon the 10s, prizes or upon the whole school prizes, and if he had not increased his numbers at all, he would have been much better off under the new minute than under the old system, provided he had worked for it. Now taking the estimate of what I think it is not unreasonable to expect to happen, he will get 10 l. for the report; the local scholars may increase from two to three, and then he would get 60 l. instead of 40 l.; 30 local medals would yield say 45 l.; and the second grade might increase from 34 prizemen up to 50; in which case he would have got 25 l.; and then, to say nothing of national medallions, he would have got 1401. instead of 100 km. This is a school which I apprehend considers itself much persecuted. My own belief is that it will be found that great bonuses are given by this system. I think if schools had only waited over this years' examination, all apprehensions would have vanished.

216. (To Mr. Redgrave.) Can you state any more of the principal changes that have been made?—I think we have mentioned them all.

217. Do you consider that you have now put the system upon a workable footing, and brought it to that condition in which you mean it to work? I think it is in a very much sounder state than before; it must be recollected that when we certificated a master by the examination of his works and the examination of his papers, we were not able to judge of his powers as a teacher, or how he would conduct his school; and it is stated upon the certificate that we do not es tificate his power of teaching, or using the knowledge which he has acquired. Under the new Minute we shall be able to test the absolute results of his teaching, and to see how far the knowledge, the possession of which is proved he the certificate, will be carried into the teaching a school; that I apprehend is an important thin to be found out. (Mr. Cole.) In addition to that the payments now will be made only on behalf the class which it is assumed cannot pay for them selves, whereas formerly, the payments went partly in aid of the middle class, who, it is as sumed, can and ought wholly to pay.

218. Have you attempted to define the artiza class? do you think it is possible to do so?_ think we shall be liable to some difficulty in that but I think it is possible to do it; of course the limitation would depend very much upon the they say what a man's trade is, and if being young man, what his father's trade is, I think th Department will be able to judge. Still the there will be some percentage of fraud, I have

no doubt.

219. Putting aside for a moment the fear fraud, will not there be very different views in different localities as to what constitutes a artizan?-Exceptional cases are dealt with b the Department... We have had three year experience of it in the science classes, in which payment is only made for the artizans; now an then a difficult case comes up. We had a cas recently of this sort; a man represented that he was not an artizan, he was not in business, he was the son of a clergyman, his father had number of children (as usual), and he had only 70 l. a-year, and it was a question whether that man should be disqualified from being treated a an artizan. The Lord President thought that under the circumstances, he ought not to be dis

220. Originally you provided that those wh attended the class at 6 d. a-week, were to be artizans; you have had to give that up, have you not?—At present the rule stands, that a class must be open at 6 d. a-week. My own opinion is, that it might be well to leave that to a certain extent open. I do not see why an artizan should not pay la a-week if he could be induced to d it; I think there are good reasons why he should I am trying to answer the difficulty of having a absolute rule about it; at present we say then must be a class open at 2 s. a month, which w think keeps it pretty well limited to the artiza class, but as Mr. Redgrave has explained, any

body may come who likes.

221. (To Mr. Redgrave.) Did not you at first attempt to limit it by name to artizans?—No it an artizan class. The fact is, that we have guarded the artizans and enforced the require ment that there should be a class into which a artizan could get, upon such terms as we thought him able to pay; it was of no consequence to " who else got in.

222 You did not then abandon the nomenclature, because of the difficulty of defining an art zan?-No; the object was merely to keep a class open to which the artizans could go.

223. And you think that there will be no practical difficulty in confining the payment for medals according to the rules to those gained by artizans?-I think not. Certain cases have been

brought before me, and what has been decided upon, in those cases, will be a rule for us in the future. (Mr. Cole.) It may be a little difficult in administration; but even if you can get the State payment limited to people, a large per centage of whom are artizans, I apprehend the principle, with this defect, is sounder than when the payment broadly extended over everybody. Let me say in addition to this that this system of payment by results is no novelty in the Department. In 1857 and 1858, when the elementary drawing and science became extended largely; the payment for direct results, as a proof of instruction, was then established. Further than that, of course, the master's payment upon his certificate is for results; it is a proof of his competency to a certain point. I wish the Committee to understand that the payment upon results is only following out a principle that has been in operation for seven ears, a little more extensively than it had hitherto been carried out. I also venture to say that I think the success of the system of payment for results for drawing, especially with reference to poor schools, has operated as an example to induce the primary branch of the Education Department to adopt the same principle in the poor schools for reading, writing, and arithmetic.

224. With reference to the question of expense; what was the total amount of estimate for the year 1851?- The estimate for 1851 was 15,055 h; the estimate for 1852-3, which may be said to apply to Schools of Design also, was 17,9201. Practical art cannot be said to have increased the expenses much till after 1853.

225. What is the estimate for the last year which you would compare with that I do not know whether your estimate for the present year is made out?-It is made out, but not sanctioned by the Treasury yet. I will state the estimate for the year 1863. If you wish me to compare, as nearly as I can, the two things on a precisely similar footing, I should ask leave to put in a statement of it, but, speaking broadly, I think I can make myself understood now. For aid to schools of spicious and art, in the United Kingdom (including 92 science schools and classes, having 3,670 students, as well as 90 Schools of Art); Appendix), the estimate for 1863-4 was 46,653 l., but to be added to that should be the proportion of charges for general-management, which amounts to 5,0201.

226. Did that sum of 46,000 L include the central school in London? Yes, it included the central school in London; it included everything connected with the schools; strictly speaking,

everything done for their benefit.

227. Did it include anything with regard to the museum? Yes; the charges for the examples; but not the charges for the local management of exhibiting the museum at South Ken-

228. Nor the purchases of the museum? - Yes, it included the purchases of the examples. We consider all the art purchases of the museum as examples necessary for the use of the schools of the whole country, and to be made available, as far as it is possible to move them into the country.

229. Mr. Edward Egerton: What was the total estimate for the South Kensington Museum, last year? _£. 95,621. That includes the whole cost of the general management, which has to do with the accounts of a number of subsidiary institutions, the School of Mines, in Jermyn-street, Museum of Irish Industry, &c.; it has to do

with the Schools of Art and Science throughout the United Kingdom, and with the whole of the South Kensington Museum, including new buildings. Last year there was also an exceptional purchase, amounting to 5,000 L, of objects from the Exhibition.

230. Chairman. What has been the difference between the fees paid in 1851-2 and the fees paid in 1863?-They have risen progressively from that time to the present; in 1851 the fees were 3,296 L; in 1860 the fees paid by the students amounted to 17,221 L; in 1861 they increased to 17,903 L; in 1862 they were 18,017 L In the present year's report, the alth report, they

amount to 18,425 l.

231. Can you say at all what has been the advance, or the alteration in the subscriptions? The department has always carefully avoided entering into the private affairs of the local schools as to how much they like to give for subscriptions, or whether they like to give anything or nothing; it has been thought good policy to avoid entering into those questions. locality judges what its accommodation shall be; whether it shall be grand and ostentatious; or otherwise, and it pays for it; therefore we have not entered into that question at all. I think it would be useful if the Committee called for a return of the local payments; I can only give a guess at what is likely to be the result; I think they will not at all equal the amount of direct aid from the Government, which formed the basis for the establishment of the schools of design. I believe the result will prove to be, that the local subscriptions are nothing like equal to the amount of the aid from the State. I think the progressive increase which has taken place in the total amount of the fees is evidence of the soundness of the principle adopted in managing thes chools. If one could contemplate a system by which the people being instructed would pay the total cost of their instruction, that possibly would be perfection of a system, and I have no doubt at all that they are approaching at ; it may be some years yet before they pay quite enough; but the evidence shows that they are going on and paying more year by year than formerly. If only the localities would rid the schools of the cost of the buildings, I have not a doubt that, with a little stimulus in the shape of Government prizes and some auxiliary payments, not of any great amount, the schools would become thoroughly self-supporting.

232. Do you think you could suggest a form in which it would be convenient to ask, the local committees for the information with regard to the amount of local subscriptions? I should be diswhen the change took place! They were then asked to show what were the cash receipts of the school, independently of the fees and independently of the Government grant I think they might be asked what they pay for their rent, what they pay for firing, and lighting, and cleaning; and they might give any other information they liked as to the payments to secretaries in the few cases in which they have paid secretaries; in some cases, also, they have given additional prizes. But Lapprehend that, although some of the local committees, perhaps, might think that the department was prying into their affairs too much if they asked such questions, they would willingly give the information to the Committee.

233. I suppose the return should be so framed as to include any donations that have been given,

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11 April 1864. and the sums spent upon the buildings and other permanent works?—Yes, certainly does not a blid

234. Do you receive the reports of the schools? Not habitually were do frequently receive them, or we receive the local newspaper containing them; but I do not think we could supply the information perfectly at present de I think some schools do not print their report, but we generally get them when printed in Upon this question of fees, I should like with the permission of the Committee, to give a few details. In the total of 18,017 L received for fees in the year ending December 1862, 3, 145 l. was paid by public schools, that is schools the payment of which is 51. or 10 la a-year ; 2,6821. was paid by private schools, that is private schools which were in some way connected with the local school teaching; the poor schools and their pupil teachers paid 487.1 ; the morning students of the Schools of Art, who may be considered to represent the middle classes, paid 6,664 legather evening students, who may be broadly considered to be the artizan class, paid 5,037 des the total, including the shillings and pence, being 18,0171. (Mr. Redgraver): We settled the low fee which the evening classes pay, as the Committee will recollect, at 6 d. per week.

235. Mr. Arthur Mills. (To Mr. Cole.) You have no means, I suppose, of showing the proportion of the fees that would be due to the artizans and to the other class, from any returns which you have?—Nothing beyond the morning and evening classes. We have had returns made, and could do it again, if it were desired, showing the grade of the persons who attend the schools; the great bulk of them are persons connected with manufacture, or wishing to get their living out of it; in fact, this return proves that because, whereas 5,000 l. is obtained from evening students, paying generally 6 d. per week, only 6,600 l is obtained from morning students, who, I should think, never pay less than 2 l. a year.

236 Chairman As you do not know the amount of local subscriptions, you cannot say positively or accurately what the total cost per

head of the education is?—No.

237. What do you consider to be the total cost per head to the Government of the students in the schools?—Broadly speaking, we estimate the cost at about 8 s. per head; that is, taking all payments and dividing them over all kinds of students.

238. When you say all payments, you mean that sum of 46,000 l. which you spoke of just now, I apprehend? Yes; I can give the details of it, from the estimate of last year. Out of the vote for examples of 16,000 h, we put down 15,000 h to art. Out of the 20,000 h for payments to masters, pupil teachers, and the like, we put idown 16,000 hr for art, the rest going to science and navigation masters of Out of the vote for prizes for examination, 2,700 L, we put down 2,000 L as chargeable to the Schools of Art. Out of the travelling expenses of 2,000 lynwer put down 1,000 l. to rarte Out of the salaries of inspectors, 2,900 k, we put down 1,600 k - The vote for general management we divided, and put down 2,500 L to art, making a total of 39,000 L. Speaking roundly, (40,000 h) will be what we consider to be the portion of the votes fairly chargeable to Schools of Art, and it will be found to give an average of something between 8 s. and 9 s. per head.

239. That is upon the whole number in-

structed? Yes, if you chose to assess it oup the 13,000 students in the Schools of Art course it would leame dout much higher ; the would not be fair at all, as every child taught a poor school may get a prize, and as the mast may get 2s., 3s., or 10s., for that prize, I apprehend that the fairest way is to charge it over the whole number of scholars of Of course it may said, "You are charging this over 90,000 person of whom 77,000 are children, whereas, when yo were estimating the cost in 1851 of the School of Art, it was taken over adults only." I shoul answer by saying that a child learns as much elementary drawing as a hard-fisted artisan di who could not draw at all, coming, perhaps, 30 years of age to learn to draw a little; the advantage was about equal in the two cases, an it is fair to charge the amount over the who number of persons learning.

240. The children in the schools do not covery much more than 3s. per head, do they? There is the cost for prizes, and there is the cost of inspection also. I could make an estimate what would be distrally chargeable upon the schools and the doctors and the doctors.

241. Do you think you could analyse the cos in such a way as to give the cost of the studen in the central school, the cost of the students in the provincial schools, and the cost of the children in the national schools? "I think I could make something like an approximate estimate: for in stance, of the first-grade prizes, which apply whole to the poorer schools, there were 3,772 ... Of sla prizes, which refer wholly to the poor school there were 866; of second-grade prizes, the bull of which would be for the Schools of Art, then were 1,353; and then you come to other prize exclusively belonging to Schools of Art. The comes another class of prizes, the prizes given in the training colleges, those are wholly for children of the spoot, those prizes were 750. Then w come to the second-grade prizes, each being the worth of 10s., 86 second-grade prizes wer given to pupil teachers, so that the Committee will see that I could only put in a statement which would be approximately correct.

242. Mr. Maguire. Do these figures apply to schools throughout the United Kingdom?—Yes.

243. Chairman. With regard to these nations schools and training colleges, has the late chang in the method of payment in the primary school had any effect upon the receipts of the School of Art?—I think not so much as we feared; it was thought that the abolition of the 5 l. and 3 l. payment would have stopped the parochial teaching a good deal. The Redward of the parochial teaching a good deal.

244. (To Mr. Redgravel) What do you mean by the 51. and 31. payment?—If a master, under the Privy Council, obtained a memorandum of competency to teach drawing, he was entitled to 51. a year for that memorandum of competency, and if he taught his pupil teachers he was entitled to 11. a year upon each pupil teacher up to a maximum of three countered at a restaument of the countered of the counte

245. Mrt. Lowel alf he did not teach was he entitled to his 5 li a year?—No; if he had a certificate and taught drawing, he was mind.)

246. Chairman. (To Mr. Cales) Do you think that the effect of the revised code has been to induce the masters to pay more lattention to reading, writing, and arithmetic, and to throw drawing into the background?—I think the following facts will show its operation. In 1861, before the revised code came into operation, the

number

number of children taught drawing in the whole of the schools was 76,300 min 1862, when it came into operation, the number fell to 71,400 min 1863 it has risen again to 79,300; the turning point is passed, and there has been an addition of 3,000. Swing tall tol. 201 to 228,285 ton y

247. Can you give the Committee an annual table showing the progress of the number of children taught drawing in the national schools from the year 1852.2 We can do it easily from the year 1855, together with the teaching of schoolmasters and pupil teachers. I should like just to interpose in word here; to say that although the primary branch has not recognised drawing specifically amongst the tests, like reading, writing, and arithmetic, it has recognised drawing as wextremely useful for helping the teachers to teach. A question arose as to whether, in the case of female teachers, there should be any encouragement held out to them to learn drawing; it might be questioned prima facie if a child might or might not get advantage from the teachers being able to draw. She might or might not teach them drawing; but it was admitted on all sides that, if she had the power of drawing, she could explain anything upon the black board infinitely better than a teacher who could not draw at all, and therefore it was considered sound State policy to encourage it.

248. Mr. Maguire. Will you distinctly specify in your return the number of children in schools of the National Board in Ireland who learn drawing?—I am afraid that all we could do, in respect of Ireland, would be to give the Committee the number of poor children who are in connexion with any given local school; that we could do.

249. Would that be at all a fair return?—I think so.

250. That would be the number of children in the national school?—We do not know anything about national, or any other school; all we know is that, in alliance with the Cork School of Art, or some other school of art, there are a certain number of children taught; but whether they come from the Christian Brothers, or any other school, we cannot tell.

2.11. Do you give the entire number of children in a school, or the entire number of the children who are taught drawing?---The number of children who are taught drawing; that is all we can do. (Mr. Redgraves) The new minute acts in a double way; it induces the schoolmaster, now that he has lost his 51., to teach his children in such a way as to bring them up for examination, because he gets payment according to their success, in lieu of the 5/.; and it may be said that the art master has hot lost so much as he might have done, because the result of the instruction of those pupil teachers, under the Privy Council and of the schoolmasters under the Privy Council, was that they were gradually shutting out the art masters altogether from the schools, and teaching the children themselves. Now it is the interest of the schoolmasters to instruct the children, and to admit our masters as well, and get the benefit of their inspection of the instruction.

252. Chairman: Upon what principle do you expect to maintain a connection between a provincial school of art and the art teaching in the national schools, when once the national school masters have taken out certificates of competency to teach?—If the art master in a provincial school of art occasionally assists in giving instruction, although it is only once a month, we should 0.53.

not object to his taking one shilling upon each child; the schoolmaster himself could only take 2 s; it would be no advantage to him, to shut out the art master, but the contrary builded to 2

253. (To Mrv Cole.) Do you think that the national schoolmasters can be long content with a state of things by which they are only able to teach up to the second grade, and by which they who are doing the work are to have only 2s. out of the 3s.?- The time for this case has not arrived, and I apprehend it will be long before it does; but supposing a case were to arise where a master of a poor school had trained his children to take the second grade, it would be a fair subject for consideration whether the payment of 10s. should not go to him, or whether it should be shared between him and the art master; but we have not arrived at anything like that state of proficiency in poor schools yet, we have not come near to that. In a recent case which I looked into, where a number of children had been brought up from a poor school to be examined at the annual examination, more than half of them ought not to have come up at all; still, it being the interest of the schoolmaster to send them, and the art teacher to get his fee of 1s. or 2s. upon them, they were sent, and more than half of those who came up simply spoiled the exercise paper.

254 I gather from your evidence that you think this system of the division of 3 s. is one that cannot be permanently enduring?—I think that the whole system of the department has always been viewed as very experimental, and always progressive, and three months scarcely ever pass without our finding out some screw loose, or something that can be polished up and benefited, and, therefore, it would be quite misleading to suppose that we have arrived at anything like an

actual settled course of action.

255. What was the financial tendency of the system before those new minutes came into opera-What do you think would have been the probable course of the expenditure upon the schools, if the old system had continued?—I do not think, as respects the old expenditure, there will be much difference between the one and the other. The advantage of the new system is, that you can keep the expenditure more under control, you have only to raise the standard from time to time, and thereby you can keep the total sum under control If Parliament should lay down a sort of principle, saying that every place having a population of 15,000 might have a School of Art in it, that, of course, would be School of Art in it, that, of course, would be some kind of guide as to what the growth of the expenditure might be! Supposing that Parliament did that, and supposing it gave a total to be administered, I have not a doubt that the department could so work the system as to make it a sufficient stimulus for the country. I do not think that any very greatly increased expenditure is likely to come about to I think if South Kensington is once provided with permanent and safe buildings; you will see the total of your annual Parliamentary vote very hearly, unless it be resolved to spread the system much

256: Do you think that the expenditure, which had grown to 95,000 l. or more, in 1863, had nearly reached its limits, or that it would have gone on growing?—I think it would have gone on growing, but not largely, perhaps 700 l. or 800 l. a year. I will estimate what it would cost to assist all places with a population in the United

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11 April 1864. grave.) Besides that, they are not restricted to a single example, in almost all the stages they have two, and sometimes three.

280. (To Mr. Cole.) Have you any evidence that you can either yourself give, or point out to the Committee, in order to show what the general effect of the schools has been in the improvement of designs, in the education of Art workmen, and in the general encouragement of elementary drawing throughout the country. Can you yourself give the Committee any evidence upon this point?-With respect to the improvement of designs, it would take me some time to go into that; for the present, I will refer the Committee to the 10th Annual Report, and Appendix N. at page 146, and the following pages. The Lord President thought it desirable in the year 1862, to ascertain how far we could trace the actual work of the students in objects exhibited in the Exhibition of that year, and a circular was sent round to the various manufacturers exhibiting decorative works to ask them for information. The whole of that information has been condensed by Mr. Wallis, and is to be found in the 10th Report; that I think, in a general way, would sufficiently answer the question as to how far manufacturers do or do not employ our students, and whether they have, or have not, derived advantage from them.

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Sir Stafford Northcote.
Mr. Potter.
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Mr. Tite.

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guarantee on the part of the Government?-I have seen petitions in which that statement appears, but I think it is in contravention of the statements and policy of the Department from the beginning. Since the changes in 1851 it has been, I believe without exception, in every Directory stated that the masters were the officers of the Local Committees, engageable and dismissable absolutely by them, the Department having no other voice in the matter than that of giving advice if asked. The masters oftentimes were appointed without the opinion of the Depart-

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291. Would you state to the Committee the principal objections which are felt by the Department to the mode of payment by certificates; what mischiefs have arisen from those payments to the masters?-The first objection (which, perhaps, is one of broad policy) is that the masters have conceived that they are officers appointed by the State, and that, being officers appointed by the State, they had the usual kind of guarantee of the payments made by the State, and were likely to get what are considered the advantages of State situations. That is contrary to the principle upon which the Schools of Design were founded long ago. Although, in the beginning, the masters were appointed by the Board of Trade, the principle of the institution always was that of a partnership between the State and the public; and that if the State did a something which the public could not do, the public would do the remainder. Therefore, to consider the masters as the officers of the State, seems to me contrary to the very first principles of the establishment of the Schools of Design. In order to get rid of that and other difficulties, one of the first things done, after Mr. Labouchere (now Lord Taunton) had determined to reform the Department, was to make it quite clear that the masters were the officers of the Local Committees. And it is indisputable, and cannot be gainsayed, that for the last 14 years, or certainly for the last 12 years, every master has accepted his appointment, entering upon his functions of a teacher of a School of Art, as an officer of a Local Committee. Such a local appointment with

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the certificate payments, of course swept away the notion at once of an usual Government appointment, but certificate payments remaining might seem to create a question. The abolition of certificate payments made things clear; and I consider that this is, from one point of view (of course from a public point of view), a considerable advantage. Another advantage that I conceive to arise upon payment by results rather than by certificates is, that a payment by certificate is a payment in respect of proofs of competency only up to a certain point. And a master may have acquired considerable technical ability and head ability, but may turn out to be a very incompetent ad-ministrator and teacher. Of course it is obvious that the two things are likely to be separate, or, at all events, they may be separate. An annual payment upon a certificate, therefore, may be a payment for service not rendered; it is a payment, in faith, for work to be done, and is therefore contrary to all sound commercial principles, if you apply them in this case. My own impression is that if all payments for the State were made upon commercial principles, it would be altogether sounder in principle. It is not always possible, but it is quite possible in this case.

292. Are not you aware that at the time when the Government established these Schools of Art it was thought necessary, or rather proper, to promote the particular specialty (if I may so term it) of the art in each locality?-That has been

always aimed at.

293. Do you not apprehend that by these payments upon results, the pupils in the different Provincial Schools of Art throughout the country will be taught upon some broad principles connected with a central department more than in the particular art of the locality in which the school is situated?

—I have not the slightest apprehension of that; it is a prophecy. Prophecies can easily be made, but my own strong opinion is that whatever specialty the locality desires to encourage will be quite as much, and even more, promoted by the new system of payment than by the old. Under the old system (that is, payment by certificates) the master could throw his strength in teaching wherever he liked; and his interest, of course, was to throw his strength upon those pupils who paid him the best, namely, the middle-class pupils. That motive, of course, will remain under the new system, because he gets the fees of the middle-class students; but we give, under the New Minutes, a positive further encouragement to the production of Design, and we give a bonus upon the production of works involving design, which are not very likely to be the works of middle-class students.

will take the case of the School at Macclesfield, which, as you are aware, is a town almost entirely devoted to the silk trade; surely the instruction of a pupil at Macclesfield would be different from that required at Birmingham?-With all submission, I should say that up to a certain point, embracing perhaps nineteen-twentieths of the instruction, it would be the same; it is only when you come to the application of invention, and the examination of what is applicable to textiles, that any difference exists. Supposing you take a child, the first thing you have is to teach him the A B C. He must learn how to command a pencil, and to have it under control; then he passes on until he can draw and run alone (so to speak); he acquires the power of drawing from nature; then he stores his mind with various objects in nature.

The French hold the theory more strongly than we do, that the best way of teaching drawing and designing of all kinds is to make the students draw the figure. The analogy seems to be very remote between the pattern of a printed or woven silk and the human figure, but no doubt the figure is the highest accomplishment of drawing power; and anybody who has acquired the power of drawing the figure well can, if he chooses to take up with the technicality of drawing patterns, and if it be his interest to do so, he will find that he can easily master it. At some stage, no doubt, a person who is intending to be a designer or a putter. on of patterns in the various manufactures would have to learn the technicality; but, so far as the Art power is concerned, I apprehend that the power of drawing is really all that he wants. With respect to the cultivation of his invention, he will become the more inventive the more he knows of the past; that is by the examination of old examples and precedents in former times. The more educated a man is in Art from its beginning, the more he will appreciate those examples. Therefore, I should not say that any different kind of instruction, excepting (just at the end) a knowledge of the detail of technicalities, is necessary at any of the schools throughout the country.

295. Do you give any instruction in chemistry now in the schools?—From the Art Branch we give no instruction in chemistry; from the Science Branch we also give no instruction, but we give bonuses to induce people to learn chemistry, and give them prizes for learning it. There is this broad difference between the Art and Science Branches, that in the Science Branch we have learnt how to do without training-masters, or rearing them, or cultivating them at all. All we do in the Science Branch is to say, once a year, to everybody throughout the country, " If you wish to be a teacher of chemistry, come up and pass an examination and you shall be certificated;" and then, at another time in the year, we say to the country at large, " If you people throughout the country wish to take any prizes for learning chemistry, come up to some place in your various localities and you shall be examined." Throughout the Science Branch we pay wholly and absolutely upon results. That system was established when the Marquess of Salisbury was the Lord President, and when an Honourable Member now present was the Vice-President; and we conceive that to be the most perfect principle we can adopt It has been the success of that principle in the Science Branch which has led to its complete adoption in the Art Branch.

296. Have you not had representations from the different masters throughout the country that their salaries will fall off very much in consequence of this system of payment by results?-I do not think we have had any formal representations. I have seen documents and petitions

prognosticating that they will. 297. Do you consider that that is likely to be

the case very much?-My impression is at present, leaning strongly to the opinion I ventured to submit at my last examination, that, so far from their falling off, they will rather increase, and increase more rapidly than Parliament will like. (Mr. Redgrave.) I may mention that, yesterday, we were examining a school (the Lambeth School) to see how the results would come out in that case. I have a paper to illustrate it here. We find that the master of that school has four certificates, and would therefore have been entitled to 40%. He has got in this examination, I think,

29 medals

29 medals. On 19 of those medals he would receive 11. each, as being taken by artizans; that would be 191. He would receive 81. additional for their being in advanced sections of the course; he would receive 11. 10s. extra for being certificated in the different sections in which those medals are taken: that would be 28 l. 10s. He would receive 10 L for his Annual Report; that would be 38 L 10s. For his four certificates, under the old Minute, he would have received 40 L In addition to what I have enumerated, he has the chance of getting 10s. upon each second-grade prize obtained by his pupils at the examination, which has not yet taken place; and he has also all the chances of their getting national medal-lions, for which he may receive 5 l. upon each one taken; and he has all the chances of passing certificated students, in which case he may get 151. for each student who takes his third grade certificate. And plus all this, he has got his 38 l. 10 s. I cannot conceive how the case is very hard upon him. I thought it would be well to state these facts. (Mr. Cole.) The evidence which Mr. Redgrave has given is based upon the annual examination which is now just going on. Three Inspectors are now, as a committee, examining, upon the new system, the works of all the schools; they are sent up to be tested upon results; and Mr. Redgrave has described the results that will follow in the case of Lambeth, where the master has 40 l. under certificates. (Mr. Redgrave.) I may be allowed to say that he is not yet under the new Minute.
298. He has not come under the new Minute

as yet?-Not with regard to this matter.

299. (To Mr. Cole.) What was the reason for excluding from the payment medals gained by middle-class students, and giving only payments upon medals obtained by artizans?—As I explained, upon my former examination, the Board of Trade, 25 years ago, absolutely excluded middle-class students from Schools of Design, or were always attempting to do it. Upon the whole, the middle-class students were rather too strong for them; and the interest of the local masters certainly was to admit the middle-class students. When the reform took place, Mr. Henley, the then President of the Board of Trade, acceded to the principle of all classes getting an advantage out of the school, and prizes and medals were given to medal-class students, in common with other students. That is to say, the middle class were not excluded for the reason that the middle class contributed largely to the payment of the fees. Under the system anterior to 1851, the middle class were pestered to subscribe to the schools out of benevolence, or charity, or patriotism, or local feeling, or all kinds of motives which the collector could bring to bear upon them, and they got, excepting in a very indirect way, little or no advantage out of the school. It was thought a much sounder principle that they should get all the advantage they could from the school; and that if they would pay a high price for it, it was a much more permanent source of income to the school, and a much greater benefit to all parties, than the system of going round with a hat begging from them, and giving them no advantage in return. Therefore, it was thought right to give them medals. I recollect Sir John Pakington once, commenting in the House of Commons upon his son taking a 10s. prize; and no doubt it might be thought to be very absurd that the son of a Member of Parliament, or the son of a Peer 0.53.

should go to a School of Art and take a 10s. prize out of the public taxation. But the justification of that is that Sir John Pakington's son, in all probability, contributed 31, 41, 51, or, indeed, 8 l., perhaps, upon the chance of getting

this 10s. prize.

300. You mean that he contributed by a payment of 8 L in the first instance?-Yes; I mean by paying the fees to the school from time to

301. The highest payment being 8 l. ?- He may

have paid for two or three years.

302. Is it not the fact that in all those provincial schools there are considerable local subscriptions?—No, it is by no means a fact. I could instance some schools where a profit is made out of the School of Art. I believe that will come out in evidence.

303. Do you think you could give the Committee a table to that effect, showing what are the subscriptions?—The honourable Chairman called for such a table on the last occasion, and it will

be prepared, of course.

304. Will that table show what subscriptions are given in every locality?—Yes. I believe 15 or 16 of the old Schools of Design were started upon the principle of subscriptions, a principle which has been shown to be vicious, but which was, according to the lights of the time, the best. In consequence of their having got vitiated with the system of subscriptions, and having once tasted subscriptions, the old schools do not like to give them up. I believe the subscriptions have not been begun in many places, and certainly there is no disposition to rely much upon subscriptions, to my knowledge, in the newer

schools.

305. Mr. Bazley.] (To Mr. Redgrave.) Can you inform the Committee what may be the total amount of the earnings of the head master at Lambeth?—The account that I gave the Committee will show what he would be making under the new Minutes. Under the present Minutes, he would receive 40%. upon his certificates, and certain sums upon his free studentships. I can put in his total earnings. I am not prepared

at present.

306. Mr. Edward Egerton. (To Mr. Cole.)
Your grants to the provincial schools have lessened in the last two years, have they not?—I am not aware that they have; I should say not.

307. Is it not the fact, that where you gave 2001. a year to the Macclesfield School, for instance, you give now a very much less sum?—Yes, I will explain that. Macclesfield was one of the original schools, one of the earliest schools that was started; the master was appointed by the Board of Trade, and not by the Local Committee. This was before 1851. In order to bring the new Minutes into operation, and to make the system as equal as possible throughout the country, the office of a master of a School of Design was abolished, and the Treasury very liberally acceded to the proposal of the Lord President, that all those old masters should once and for all be superannuated and got rid of; and, consequently, the master at Macclesfield, who, I think, received 2001. a year from the Government, has been superannuated. He is free to go on being a master, or to emigrate, or to do what he likes; he is free also to act as a master, and to be paid upon results, whatever they may be. But the cases of the old Board of Trade masters, some 18 or 20 in number, are to be kept wholly distinct from those of the certificated masters.

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The old masters never were certificated; that is, they were only certificated by the process which was usual 20 years ago, of somebody giving a testimonial; but they were not certificated by any examination, as the present masters are.

308. Did not those masters receive the 10 l. for

their certificates?-No.

309. I think you are not accurate in your statement with regard to the Macclesfield school; are you sure that you are correct?-Macclesfield possibly had a second master who received a payment upon his certificate, but the first master, Mr. Stewart, never received it. In the case of Macclesfield, it does not accord with my recollection that there ever was more than one master, and that was Mr. Stewart; he was paid until lately an annual salary, awarded to him by the Board of Trade 15 or 20 years ago.

310. That salary was 200 %. a year, was not it? -I think so. In addition to that, he had two pupil teachers who were paid. The department has now substituted local scholarships for pupil teachers, enabling them to get the same amount

of money, though not in the same way.

311. For the last year he has not received the 200 l. salary, has he?—My impression is, that he was paid the salary of 200 l. a year up to last October and form be contained. up to last October, and from last October he has been paid as a superannuated servant of the Crown. (Mr. Redgrave.) Mr. Stewart's payment has nothing to do with the present inquiry

as to the question of certificates.

312. (To Mr. Cole.) Do you superannuate those old masters against their wishes. :Supposing a gentleman wishes to remain as the master of a school, can he remain?—He can remain as the master of the school if he wishes-it is an abolition of the office—the masterships paid by the Board of Trade were abolished last October, and, according to the practice of the Government when an office is abolished, the holder of it, there being no reasons to the contrary, may get a superannuation.

313. Do I understand from this paper which I see is part of the estimates, that for the future this gentleman is to receive 73 l. 6 s. 8 d. for ever? -Yes; quite independently of his teaching

altogether.

314. If he went to Australia, for instance, would he receive it?-Yes, just the same.

315. And besides that, he receives whatever fees he gains in the school?—That is an arrangement with the local Committee. He receives whatever he can earn. (Mr. Redgrave.) Under the new minutes he would receive payment upon

results in addition.

316. (To Mr. Cole.) What was the advantage in superannuating these gentlemen? The advantage was to get a system which should be complete and simple. If that had not taken place this result would have followed: we should have had one set of masters receiving very large salaries from the Board of Trade, some as much as 300 l. a year; we should have had another set of masters paid upon certificates, and we should have had another set of masters paid upon results. In order to simplify the whole system, all masters were put upon the same footing, having only a tender regard to certain personal interests and vested rights, as they are called. The system was made simple, and the old Board of Trade masters were superannuated. Let me say that it was, perhaps, a little doubtful, according to law, whether they ought to have been super-annuated at all.

317. Will you state upon what principle the department proceeded in laying down this rule superannuation; what guided them in so doing were there any complaints on the part of the locality?—It was to ensure a simple, uniform and

economical system of payment throughout the country; that was the object.

318. What was the principle?—The principle was this: it was first represented to the Treasury that the office of Board of Trade master was one which it would be good policy to abolish; then the office being abolished, the claim for super annuation was subjected to certain rules laid down

by Act of Parliament.

319. Had there been any complaints, on the part of the localities, of those masters?-No; on the contrary, I have no doubt the complaint would be rather against the action that was taken, because, of course, where a locality, through a master (for it was not the locality that received the salary, but the master), received 300 L, doubt less the locality did not very much like that the master should have to give it up.

320. How many masters were superannuated?

I think about 18 or 19.

321. Have you handed in a paper stating the exact number superannuated, and the amount paid for each superannuation?—I will do so.

See Appendix.] The self frames 322. What was the total amount of the superannuations?-It is regulated by the number of years' service. I think the total amount of income is divided into 60 parts, and then, according to the number of years' service, 1-60th part reckons for every year.

323. Shall you be able to state in the paper you prepare, how many of those who were superannuated have remained as schoolmasters, and how many have gone elsewhere?—Yes.

324. It seems, at present, that the country has not made a very good bargain?—Yes; it is a very good bargain; it has saved about 1,500 l. a year to begin with. (Mr. Redgrave.) There is one point which I think Mr. Cole's explanation has not thoroughly brought out, and that is, that a master, if he removed to another locality, carried his salary with him, and therefore the locality might not be benefited by the sum paid to the master, as in the case of Manchester: the master left Manchester, and of course his 300 /. a year left with him, and went to some other locality, where he was employed. It was the understanding that those sums were the personal salary of the master, so that it must not be considered that if Mr. Stewart had removed from Macclesfield his salary would have been continued to Macclesfield; if he had gone to some other locality the salary of the Board of Trade would have gone with him, and the new master at Macclesfield would have come under certificate allowances.

325. Chairman.] That would be upon the supposition that the department consented to his change of locality? The department have always consented to the locality, making any arrangements they pleased with regard to the change of masters; and if the master left them, which he could do, upon three months' notice, he would have carried the salary with him. (Mr. Cole.) When the Schools of Design were reformed, Mr. Henley resolved that there should be no more salaries to future masters, and the old Board of Trade salaries to masters were altogether abolished. It was determined that no master should ever thereafter be appointed by the

Board of Trade or be paid a fixed salary. You must carry yourselves back to 1851, from which period no more salaried masters have ever been appointed. Further, the tendency of the action at that time was to try and get rid of the salary by arrangement as much as possible, and it sometimes happened that the master of a school wanted to make some alterations, and then a negotiation was entered into between the Board of Trade and the school, which was of this description. The Board of Trade would say, your master has had 300 l. a-year, fixed salary; now it is proposed that he should have a share in the fees, which he never had before; the fees perhaps will give him, on the whole, 400 l. a-year; what he shall have from the department will not be a fixed salary of 300 l. as formerly, but a guarantee that income shall not be less than 400 l. Ever since my connexion with the department the tendency has always been, in some way or other, to get rid of those fixed salaries; many were modified in the way I am explaining, and some fell in. (Mr. Redgrave.) In one or two cases, I think there were, in the same town, two masters who, having been appointed under Board of Trade, left their situations, and the salary was lost alto-gether to them because they did not get another appointment.

326. Mr. Ewart.] Was the intention of the policy to make the masters dependent as much as possible upon the fees? - Yes; the policy was, that the master should rather earn his income through working a school than be dependent

upon the Government salary.

327. Chairman.] Will you state generally what sum the department has paid to provincial schools, as distinguished from schools in London? -I am going to give a return, which I think will give that information. Let me just say, now, that the department pays nothing different in principle to the metropolitan schools from what it pays to the schools in the country. The department pays largely to the central, or national Art training school, but even in that case the principle of reduction of salary has been carried out as far as possible. The masters there are paid, in the proportion of three to two, by fees or

328. But the pupils in the central school get advantages which they do not get in the provincial schools; do they not get a sum of 30 s. allowance?-No, only the training masters; and those who get a maintenance allowance in London, almost without exception, come from the country. The principle is, that a student in London does not get the maintenance allowance, unless two things happen: first, that he comes up with a high qualification, and secondly, that he comes from the country. The London student scarcely gets it at all; it is because a student is a local student, and is supposed to be unable to make his arrangements for maintenance in London, that he gets the allowance, and that only when he is in training for a teachership.

329. There are no subscriptions to the central

school, of course?-No.

330. Mr. Potter.] In reference to these super-annuations, I find Mr. Hammersley's name down here as superannuated at the rate of 130 l. a year. Mr. Redgrave stated, I think, that if the master changed his position the salary went with him?

—It dropped from the locality.

331. Did the master retain it?—The master retained it whils he was employed; he was cligible for appointment to another school; if another school appointed him he was eligible to receive that salary, under the old appointment from the Board of Trade, with some slight modifications. I may say that the salary was looked upon as a sort of vested right.

332. To the extent 300% a year?—Yes.
333. Was it optional with him whether he was

superannuated or not?-No.

334. You are aware that Mr. Hammersley was in Manchester for 10 or 12 years?—Yes, or even longer; I think he must have been there about that time.

335. You are aware of the circumstances under which he left the Manchester Committee, are you not?-I am only aware that the Manchester Committee, having full powers, chose to end their

engagement with him.

336. Are you not aware, without going into any details, that the Manchester Committee rather forced upon him the resignation after some years of a little irritation?—That is in one sense within my knowledge, but I have no official knowledge of that fact; we know that before his engagement terminated the Manchester Committee gave him a printed testimonial, saying, that they "willingly bear their testimony to the artistic and educational value of Mr. Hammer-sley's services, and they sincerely wish him success in the new sphere upon which he is about to enter." Then they gave us notice that they did not wish to keep him as their master.

337. Are you aware that there was considerable dissatisfaction?—Yes. But the Manchester Committee did not go into details with us, and it

was not our business to inquire.

338. Are you not aware of the fact? - Speaking as a witness I should say I am not aware of it, that is, if I were asked to prove it I could not

339. Mr. Maguire.] By whom was the national medallion designed?—By M. Vechte, a man who is considered to be at the head of that kind of

340. (To Mr. Redgrave.) Was it done by competition? - There was a limited competition.

341. (To Mr. Cole.) How many artists competed for it?-Mr. Alfred Stevens competed for it, and several others. (Mr. Redgrave.) I think four or five gentlemen of the highest eminence in Art were asked to send in a sketch; I am speaking from memory, and we had about three sketches sent in, which were unsuitable.

342. (To Mr. Cole.) Was there a general idea given to the competitors as to what should be the character of the medallion?—The object was

stated; we should not have given a precise idea.

343. What was the object stated?—That it was for the national medallion.

344. Did the four competitors send in their

designs?-My impression is that not above three or four sent any; the rest declined.

345. Did you ever hear of complaints being made of the character of that medallion?-Yes, I have heard that the figures are too nude.

346. Do you know that there were complaints made even to Her Majesty in reference to it?

347. Do you know memorials were sent up? - No.

348. Did you ever hear that it was considered by the female pupils of the schools as indecent? Never; of course I can correct my answers if the records show it, but I have not within my recollection the fact that any female students ever remonstrated against this medallion. 349. Did

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349. Did it come to your knowledge that female students of the Cork School of Art did?—I should say at once, No; but I guard myself by saying that there may be something in the records which has escaped my memory.

350. In point of fact, as there are male and female students in the schools throughout the United Kingdom, do you think it is a kind of medallion that you yourself, on reflection, would sanction?—I think it is like everything else in the world, capable of improvement: one national medallion having been done, a better could be done now; I think, as a work of Art, it is of very great excellence indeed; the very highest art.

351. I am not speaking of it as a work of Art?

—That is the only point we have to deal with, I think.

352. Do you mean to say that you might have any amount of indecency, provided the Art was good?—I protest against its being possible to say that there is the slightest amount of indecency in it.

353. You say you only consider it as a work of Art?—Yes; but the Honourable Member's question implies that, for the sake of the Art, we would tolerate indecency, whereas, I altogether repudiate that notion; I further say, that I do not think, excepting from a very hypercritical point of view, that any objection could be taken to the national medallion upon the score of what is called indecency.

354. I was authorised to ask those questions in consequence of communications I have received, and the statement is, that there have been several complaints made of it by the only school in which I am interested, namely, the Cork School; I ask you whether you have heard of those complaints?—Not within my memory. I will have an investigation made, and put in the correct answer. (Mr. Redgrave.) I think a printed pamphlet was sent from Cork. (Mr. Cole.) I should say further, that I think we may get a better national medallion. I hope the Lord President will sanction an attempt to get one.

355. Is it your own opinion that the schools in Ireland have improved under your administration, or gone back?—I should say, in the question of Art, they have certainly improved; in the question of comfortable relations with us, perhaps an improvement has not taken place.

356. In point of numbers, would you take the increase of schools as an element of improvement?

357. Taking them from that point of view, have the schools in Ireland increased under your administration or gone back?—They have increased, certainly. At the time when I was first appointed three schools were upon the point of starting in Ireland, at Dublin, Cork, and Belfast. At the present time, the Dublin school, I should think, educates two or three times the number of people that it formerly did at the beginning. Belfast has given up its school: for the last five or six years there has been no school at Belfast.

358. Was the Belfast school in connexion with your department?—Yes.

359. And it has ceased to exist?—It has ceased to exist.

360. Belfast is a very large town and a rich locality, is it not?—Yes; but I only look at Belfast from an Art point of view. They made great difficulties about supporting a school which, I understand, could have been aided by having a building, which is more or less public property,

in Belfast. It is only within the last were an eminent professor, from Belfast, came to talk about the re-organisation of the School, and he seemed to see a fair prost the school being re-established. He that the irritation at the Government gradeout. being withdrawn had altogether subs

361. In point of fact, the Belfast scho

362. That is one of the happy fruits of administration, then?—I should say that better for the Belfast School to cease to than for it to have been maintained up former vicious principle of a subsidy of gyear from public taxation.

363. For the last five years, during whischool has ceased to exist, has your attention directed to the necessity of having a school important a seat of manufacture as Belfast It is not our business to look to that need If Belfast is not alive to its own interest have nothing further to say about it.

364. Have you offered to send your tray museum to the town of Belfast?—Except the general Minute, by which we say the locality may borrow those things, we have no special offer. If we had thought it have been accepted, I daresay we would done so.

365. Have you taken any active measur in fact, done anything to endeavour to resurthat school?—On every occasion we have to make it possible. Whenever a Belfast tion has arisen, we have always endeave through anybody interested in the questioning about that end, but it has been qui practicable. I could give precise evidence this point by referring to our records. Aft Belfast Committee had ceased to co-operate us about the school, we went a little beyon strict letter of our laws in trying to keen school alive there.

366. Have you had any school in Limeri Yes, and we have one now.

367. Has it increased or gone back?—M pression is, that it is pretty fairly prosperous give the precise facts; I will give any corson the Committee wish during the last few

368. Well you make any statement you in reference to it?—The total number recinstruction in Limerick in the year 1863 362, which number included 180 children is schools; 129 who attended the local stand the rest were made up of private sturbed total amount of fees received at Limhas been 1861. In 1853, there were only students.

369. Is there a local subscription of any in Limerick?—I am unable to say.

370. As to Waterford, was there a schowaterford?—There was a school in existent Waterford, and it was the first school creat the department.

371. Does it exist now?—Yes; and I have it is pretty prosperous.

372. How many other schools are the Ireland?—There is one at Clonmel, I think

373. Mr. Ewart.] Can you give the mittee the whole number of schools in exist in Ireland?—Yes.

374. I mean, numerically?—We have enumerated them, I think. When the dement was formed, three schools were struginto existence, and since the department has formed, three schools in addition have

ounded, and of the total six schools, Belfast has

375. Mr. Maguire.] Then you have only five hools? Only five.

376. And how many schools are there in the nited Kingdom?-Ninety.

377. And only five in Ireland ?--- Yes; I should e glad to see more.

378. Is there no love or aptitude for Art in

reland?-Yes, very great.

379. Has your attention been turned to the ecessity of endeavouring to develop that taste or Art, and assist it by establishing or encouraging chools?—We do not take any particularly Irish iew. Our view is for the whole of the United ingdom, and whatever facilities are offered to he people of Cornwall, for instance, are offered o those in Scotland and Ireland.

380. Seeing that there is an aptitude for Art n Ireland, and that there are 90 schools in the United Kingdom, and only five in Ireland, the ixth having failed under your administration, do ou not think it necessary to offer some inducenents to the country to develop the taste for Art? -It has never been thought necessary to make

special rules for Ireland.
381. The entire triumph of your administraion in Ireland is that you have had six schools, and that only five now exist; is not that the fact? -I do not quite accept that mode of stating it. There were three at first; one went out, and three nore have been established, and as many more night have been established as Ireland pleased, if t had chosen to take advantage of the opportunities that are offered.

382. Chairman.] When was the Belfast school closed?—I think about the year 1854.

383. Mr. Adderley, Later than that, I think, was it not?—It may have been. I do not think it was much later.

384. Mr. Maguire.] The Cork school is one of the most flourishing in Ireland, is it not?-I

think it is a flourishing school.

385. Is not there a very large local subscripion given for the support of the Cork school?-There is a local subscription by means of rates, which, I believe, is a very happy thing for the

386. Have you examined a school in Cork called the Drawing School of the Christian Brothers, or the School of Art of the Christian Brothers?—My impression is that eight years

ago I was in that school.

387. Have any of your Inspectors, since eight years ago, visited that school, or made any communication to your Department in reference to

it :- I am unable to say.

388. Do you know what is the entire contribution given to that school of the Christian Brothers — Our principle is not to give any specific or definite sum to any extraneous school, so to speak.

389. Do you know the amount of money by

which it is supported?—No.

390. Would you be surprised to hear that much larger results are produced by that school with a revenue of 50 l. a year than are produced from the School of Art with several hundreds?— If by results you mean better drawings, that is, a greater number of higher class drawings, I have no evidence before me to lead me to think that that is the case, and I should be surprised to hear it; but if by results you mean teaching ele-mentary drawing through the instrumentality of the Christian Brothers, I should not be surprised to hear it.

391. Would you take a practical result, such as this, fitting artizans or young lads for different employments, in which elementary Art is necessary; would not that be an important result?-Certainly that would be an important result. I apprehend that most admirable instruction is given. I am speaking of my recollection of eight years ago. Very excellent instruction, I think, is given by the Christian Brothers, with all the zeal which the Christian Brothers have. I wish there was as much zeal on the part of the other kind of Christian Brothers in Schools of Art; but as there is not, and as there is a different kind of sentiment over the whole business. I am not at all surprised to hear that a great deal of elementary instruction of the best character is given by the Christian Brothers in Cork at a little expense. But that the Christian Brothers could produce good works in what we call our third grade of instruction, I doubt.

392. What grade is that?—The highest grade. 393. What does it embrace?—All the works which you see hanging on the further end of the

stand.

394 What subjects does it embrace; what sort of Art?-Water-colour, oil painting, from nature generally, and different kinds of designing, and drawing human figures. I have no doubt that the Christian Brothers would draw free-hand, up to a certain point, excellently.

395. Do you not consider mechanical drawing an important stage ?- - I think it is important, and I dare say they would do it, but not so well as

the other.

396. Do you not think it is an important school, turning out, as it does, every year, 20 boys, fit for different employments, such as assistants in engineers' offices, as well as to architects and builders?—I think that is an admirable result. I know of nothing in our rules to prevent their coming up and getting the Government

397. When your Inspector next goes to that city, would it be beyond his jurisdiction to look at the Christian Brothers' school?—He would do so, if he thought he would be welcome.

398. The people of Cork do liberally support a school by means of a rate, do they not?—Yes, liberally; they are one of the only two towns in the country which support an Art school out of a rate; Burslem being the second.

399. As to the National schools; have you any idea of the number of National schools in the city

of Cork?—No.

400. Or National school pupils?-No; I do not think that the National schools ally themselves with the central school at Cork to the extent that could be desired; I wish they did.

401. Are there not several of those schools in connexion with the central school at Cork, say four, at least, there being something like 2,000 pupils attending those schools. How many National school pupils have you in the city of Cork, including male and female?—I have no statistics to show the numbers who might be taught drawing in Cork. The Honourable Member is aware that there are difficulties attending education in Ireland.

402. I am speaking of the National schools, not of the Christian Brothers?—Yes; I refer to the National schools.

403. There is no difficulty as far as regards the D 4

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National schools, is there?—I am not prepared to say there are not.

404. What difficulties could arise, inasmuch as those schools are maintained mainly by a Government grant?—I should say that Cork having, in 1861, a population of more than 100,000 persons; if Cork were efficiently worked, I mean worked through the co-operation of an active master, and a friendly feeling throughout all classes, there certainly ought to be between 2,000 or 3,000 children learning drawing through the instrumentality of the Cork Central School; I am sorry to say there are only 350. What the exact causes of that are I am not quite able to say; it may be the fault of the master to some extent, though I do not think it is.

405. Is the average as high as it is elsewhere? No.

406. By a greater activity on the part of the head master of the Central School of Art in Cork, is it not your opinion that a larger number of children receiving instruction in Government schools, which the National schools are, could be obtained for instruction in drawing?—Certainly; and I think there is something wrong, which is the reason why it is not so. I fear that any activity on the part of the Department would be considered impertment; but certainly if it were the pleasure of the authorities of Cork that any Inspector from the department should go down there and persuade the managers of the National schools and of the Cork School of Art to co-operate well to-gether, I feel convinced that the Lord President would send down nan Inspector with great

407. Might you not communicate with the National Board in Dublin?-We have done that

408. Do they contribute any portion of the payment of the masters ?- Not, I think, in respect of drawing, which is all we know about.

409. You are quite clear as to that? - I am not quite clear I think that the Education Board in Ireland do contribute something for what are called the model schools in Ireland. I think they give an extra bounty for teaching drawing in those schools. In Cork, for instance, which has a population of 100,000 persons, there are 350 persons only taught in the year; whereas, A have an example here of Chester; with a much lower population, they have 2,600; "I have the case here of Dundee and Perth also, where, with a lesser population, I apprehend, they have 3,000 under instruction. Therefore, without being prepared to say it is the fault of the master, I certainly think that Cork ought to have

a much larger proportion taught.
410: As to the night schools, would you consider that there might be some difficulty in young girls returning to their homes at a late hour of the night through the crowded streets; might that afford some ground of objection which would deter them from attending the central school?-It is not necessary that they should; I do not know of any greater difficulties in the case of an

Irish girl than of an English girl.

411. My question would apply generally to any girl in any town?—The girls in the schools in Cork can be taught by teachers going to them; that is to say the drawing master, I think, may go into each individual school, or he may send one of his pupil teachers, or local scholars. (Mr. Redgrave.) Under the new Minutes we should pay sixpence to the master for every child taught, besides what is paid on behalf of the scholar;

that is an additional advantage of the syst payment by results.

412. I think you said that the cost of tea a child in the National school was somethin 3 st Why should it be so much?—Then bounty payment of 3 s. on behalf of a Na school child successfully taught once in the that payment is not a head money upon eve taught, but upon those who produce results, and of that 3.s., 2 s. may go to the master, and 1 s. to the schoolmaster, or vice

413. Are not the prizes of a very in character? (Mr. Cole.) On the contra think they are of a high character for the m 414. I refer to the prizes for the Na schools?-They are excellent. Until this of giving prizes was adopted, the Committee hardly understand the extreme difficult getting in this country a small drawing like this (producing a drawing-board). We to go to France. I cannot conceive a better strument to put in the hands of a child the drawing board; and that is also true of square (producing the same). If you ask w it! would be any better if made of mahoga should say not—rather worse for its propurpose. As a working instrument, I conceive anything better This, too, is a simple prize, but it is an encouragement to a of 7 or 8 years of age a child draws on a and this (producing a prize) is given as a If a poor child has obtained this prize first instance, the next year he wants to another, and he may obtain a little book practical geometry and a pair of compasse

cannot imagine anything better myself.
415. With regard to the travelling mus have you offered the use of it to the scho Cork; have you made any tender of it? are always tendering it in the sense of pul ing what we are prepared to do. Cork has availed itself of the offer.

416. I think you stated on Monday th appeared to have gone to Dublin, and to not part of Ireland?—I believed that was the but on consulting the list, I find it has been at Dublin, and once at Limerick, at Water and Clonmel

417. If the fruits of your schools in In have been so very scanty, do you not think might be one of the means of encouraging love of Art?-We shall be only too delight send the collection, if Cork desires it.

418. You have not made any suggestion them about it, have you?—The Annual Re and the Directory are a series of constant

419. By whom are those reports read?-! are sent to the schools; it is not the Department fault if they are not read.

420. They are not accessible to the public

they?—Yes; they are purchasable for 2s and 1s., or something of that sort.

421. As a rule, do you think that the p ever read a Blue Book?—As a rule I think Let me explain what it is that the Depart does, to show that within reasonable limit does as much as it ought to do in the way of the Honourable Member would call proclams or agitation, or stimulus. We publish a Direct and from time to time changes are made. The instant a change is made, a docume printed; it is sent to the masters of the Science of the Scien of Art, and it is sent to the secretary, and is of the character of a public notice, he

dered to ask his Committee to put it up in the schools. Sometimes we go so far as to send it to the local newspapers whenever it seems to be of sufficient public importance; besides that paper, which is a kind of stimulus, the Inspecior goes down, and he would be quite willing to stay at Cork a week if the Cork people wished it, advising and going to any schools that might be desired, in fact, doing all he could to induce them to take advantage of what is offered. If with all that, any locality thinks that it is not coaxed enough, I doubt whether the Department can be more delicate in its attentions.

422. As to building grants: have you offered or suggested, in any part of Ireland, your readiness to give such grants for the purpose of establishing schools?—Yes, certainly. In our Directory there is a Minute regulating that we give 2s. 6d. per cubic foot to every school that will show good cause why they should have it.

423. Have you ever had an application for a building grant from any part of Ireland?-I think not.

424. In fact, it is practically ignored?—It has not been used.

425. Are you really proud of your success in Ireland; are you not rather the very contrary: is it not a shame to your Board that, with the large means at your disposal, you have but five schools in a country extremely remarkable for a love of art; that you had six some time since, and that one perished under your administration? -I should like to answer that question, with the permission of the Committee, by putting in a comparison of the towns in Ireland, having a certain population, with the towns in England of the same population. (See Appendix.) I think the result will be that Ireland will not come out worse than England; that is, taking population and wealth against population and wealth. It perhaps would please the Honourable Member to know that we consider our Science Minute to have been preeminently successful in Ireland; it has been most remarkably successful. I need not prove it now in detail, but I may say that no part of the United Kingdom has obtained so many honours and produced so many distinguished students in science as Ireland. It is quite remarkable, and I am happy to say it is upon a pure, unmitigated system of results. (Mr. Redgrave.) In our training school we train a great many Irish students to be masters, and very excellent masters they I think we have a very great proportion of Irish masters.

426. Does not that prove that there is something wrong in the administration to account for there being so few schools?-They are offered in way the same advantages as in England, and they do not accept them. Perhaps there is a greater sharpness to look after their own interests in one case than in the other. (Mr. Cole.) No doubt Ireland is poorer than England, generally. Whether it is right for Ireland to have a different system from England it is not my function to say, but I cannot concur with the Honourable Member in thinking that Ireland has not taken advantage of the opportunities; it might have taken more advantage of the opportunities, but I think it has done so as much as Scotland or, indeed, England.

I will endeavour to find out the exact facts.

427. Are you satisfied with the results of individual schools in Ireland?—Yes, fairly well.

428. My question, you will understand, refers the number of the schools themselves, not to to the

the result of each school ?-Yes. I should expect, taking the towns in Ireland of a given population, that they would compare, numerically, well with the towns in England and Scotland having the same population. Of course, I dare say there are towns in Ireland (Kilkenny, for instance, and Drogheda, perhaps) where there is a population that certainly ought to have an Art School.

429. And Dundalk ?-Yes.

430. And Armagh?—Yes. But if they have not a School of Art, it is not the fault of the Government.

431. There are large towns in the midland dis-

tricts, are there not? Yes.

432. The average population being about 30,000? The same also is the case in England; Leicester and Northampton may be taken as examples. Leicester has been maundering over having a School of Art for 15 years past, and it has not got one yet, with a population of 40,000

or 50,000 people.

433. Is the Cork school encouraged to draw from the collection of casts which you send as examples, or to draw from the fine collection of easts given to the school by George IV. ?-(Mr. Redgrave.) They are encouraged to draw from any object there is in the school; but in order to test them, we direct that they will select particular easts in the collection. We do so not because we think it desirable to enforce any particular figure upon them, but because the schools in the country here cannot have such a large collection of casts as they have. They say, "If we get two or three figures as large as life, it is as much as we really can pay for; therefore, do not name too many testing examples from which we are to work; do not require us to have too large a stock of casts."

434. Do you mean that it is from one or two of those splendid casts which the school possesses that you encourage the students to draw?—Yes.

435. To the neglect of the others?-No.

436. Is not that the practical result?—No; we only require to test their knowledge of drawing by one or two of those casts that all other students

can also have to work from.

437. If you have a series of casts exemplifying the whole mythology, and you name two or three of them as examples, does not that induce the students to neglect the rest?—We do not limit them in the study; but when the works are to come up to be tested, we must require the casts to be used which are in all the schools as well as in a school which is so magnificently provided as Cork is by the present of George IV.

438. Is that from the casts you supply to the schools that you compel the students to draw?-Certainly not; we are only too glad that they

should supply themselves.

439. Do they not draw from the examples you and not from their casts?—I have no doubt they have the very casts we ask them to draw from among their own collection. We do not ask them to use ours, provided their own are suitable, and that is only for the comparison with other schools. (Mr. Cole.) I think it is like setting the same problem to all the country if you have an examination paper on one basis—a given examination paper; otherwise you cannot bring all the competitors to a uniform test.

440. (To Mr. Redgrave.) I did not understand what you said as to the present mode of examina-tion in Local Schools. I think you stated that the mode of examination under the former Minute was to have the master of the school and an inspector

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and a neighbouring master examining together?— That was the rule. Occasionally it was only the master and the inspector who examined; but if the inspector said, "This is to have the prize," the master could not dissent from it.

441. What mode do you adopt now?—The mode that we adopt now is that the drawings from all the schools are sent up to London, and then there is a committee of these examiners—Mr. Hart, R. A., Mr. Bowler the Chief Inspector, Mr. Crowe, and myself—(I am called in in case of any difficulties), and they award the medals throughout all the schools.

442. That is, for medals as well as National

medallions? - For medals only.

443. Those medals which were awarded by the local tribunal formerly are now awarded by the central tribunal in Dublin?—By a central tribunal in London.

tribunal in London.

444. There is now no local pronouncement as to the merit of the drawing?—There was not formerly; the master came in to give his views as to the works before the inspector, and the inspector made the award. At present it is made by three inspectors instead of one. We think it will be likely to be all the more satisfactory from there being three opinions. As to the National medallions they will be awarded as they always were; because the local awards of medals were sent up to London, and the prizes called National medallions, were then awarded by Sir Charles Eastlake, Mr. Maclise, Mr. Horsley, and myself; and they will be so awarded now.

445. (To Mr. Cole.) I believe the Cork school has taken a large number of medals, has it not?—

Yes.

446. And is successfully worked?—Yes, with the exception of the teaching in the poor schools; that I think is not quite so good as it ought to be. (Mr. Redgrave.) The Christian Brothers' School could test their teaching by the students being examined through our papers. The Christian Brothers could send their pupils up for examination by papers equally well, whether they are connected with the Central School or not; their pupils could come and be examined and get our certificates, of the first or second grade, if they pleased, and they could get our prizes.

447. Do you understand that there is no opposition to the Government department upon the part of the Christian Brothers, but that it is merely that their rules bind them to an independent practice?—We are quite indifferent to that. If the Christian Brothers were to say to the inspector, "We wish you to come and examine the school according to our rules, and give prizes," it is open

to him to do it.

448. You also understand, of course, that the children in the National Schools are in Government schools?—Yes.

449. And you have several of those schools in the city, although a very small number are taught? —Yes; but whether the pupils are taught in our schools or not, they are quite open to our examination. (Mr. Cole.) Allow me to state the amount of success in Cork. In 1863 there were 350 persons under instruction, and 57 successful students; they gained 28 local medals (that is a very large number indeed for such a small number of students), and they also gained two National medallions. In order to show that the working there is prosperous, let me mention that Dublin, with more than three times the number of persons under instruction, took only 19 local medals and two National medallions.

450. In reference to the central school Cork, is not the number of the middle or higher class pupils very much larger than the the artizan class?—Out of a total of 350, only are children of poor schools; 217 are dents who have attended the Cork central solo Of that number the day classes are 111, problem to artizans, and the evening classes are chiefly artizans. Those facts give you very not the proportions of the students.

the proportions of the students.

451. The daily class is always composed of better order?—Yes, the better classes. The amount of fees has been 203 *l.*, out of which day classes have paid 107 *l.*, and the studenthe evening classes have paid 60 *l.* The rest

made up from other sources.

452. Nearly the whole of those composing day class are of a higher social rank, are not?—Of the middle class.

453. Not all of those who attend at a belong to the artizan class, do they?—No; could not say all.

454. Do you know that there are not than about 60 or 70 in the artizan class?—not know the facts.

455. (To Mr. Redgrave.) Do you think it a proportion to have so many of the middle and so few artizans?—I think that the num that were given, as studying in the evel classes, showed rather a large proportion; I think 70 is too low for such a place.

I think 70 is too low for such a place.

456. (To Mr. Cole.) The great object of Department would be to diffuse a knowledgelementary drawing among the humbler claster the great object of the new Minutes has been pay great attention to the humbler classes.

457. Mr. Ewart. (To Mr. Cole.) With rest to the general principles upon which these sch should be constructed, do you think they she be established upon the principle of evoking much as possible, spontaneous local action Certainly.

458. Before a Committee that sat as long as the year 1836 this principle was laid do "That the interposition of Government should aim at development and extension of art; but it should reither control its action nor force its cult tion." Do you agree with that?—Certainly.

459. Do you, or do you not, think that to these schools upon a local rate is the sound principle?—I think the soundest principle is the students should pay the whole cost the selves. The next soundest principle, I think that if there are any local wants, the local should pay for them.

460. Have many schools been founded maintained by a local rate?—No school has founded upon a local rate. The Cork school supported by a local rate; part of the experior of the school are paid by a local rate; and Burslem school is proposing to re-establish upon the basis of a local rate. With those exceptions no school, I think, at present part pates in a local rate. There are many school that most beneficially could do so. I may fer to one particularly, as I see the Homable Member who represents the town present school, owing to various circumstances almost always in extremis for want of adequand proper premises. Now, I say it with respect; but, that town being my native placemay be allowed to criticise it, perhaps: my

pression is that the premises are beggarly and disgraceful.

161. Do you think that a local rate, combined with fees, is the best system ?-I do; I think that

is the best system.

462. Do you approve of this suggestion, made before the Committee of 1836: it was suggested that if ever there should be a report made to Parliament by the Education Minister, he should report upon the progress made in Art Schools.? Certainly, that is done. The Lord President and the Vice-President, for many years past (now for 10 years), have presented an Annual Report to Parliament.

463. Do you think that there should be a statement made in the House of Commons?—I believe it is not unusual, at some period or other of taking the Parliamentary estimates, very often in defending them, for the Minister to

make some statement of the kind.

464. Do you think that the progress which has been made in art schools should be included in the general education statement ?- That might

properly be done perhaps.

465. How are you supplied with casts now, and how are they distributed through the country?—The casts are made by Mr. Brucciani, the formatore for the British Museum, and also for our department; they are purchased of him, and if any locality requires to have any casts, cither those requisite for examples, or any other that are approved of, they may be obtained by paying 60 per cent. of the cost, the department paying the other 40 per cent, the locality puruse of the public.

460. Are those casts limited to the casts in the British Museum?—No., There are very few except from the British Museum, but there is no

exclusion.

467. Have you a pretty good set of casts now?

-I think if the honourable Member will come down to the South Kensington Museum and see the casts which are in use for the training of the masters, he will see the best collection in Europe for its purpose. (Mr. Redgrave.) It is right to state at this point that before any cast is sent out to provincial schools, one of our inspectors examines it to see that it is a good example, and

in good condition.

468. (To Mr. Cole.) How are the provincial schools off for casts?-I think they are as well off as their local accommodation enables them to be. To be better provided they would need better local accommodation. Some schools are well off. Edinburgh is magnificently well off. Dublin is well off; Cork magnificently; Sheffield is well off, so are Stoke and Hanley, Glasgow and Birmingham, Bristol, &c.; Manchester has no reason to complain. As to other places, those are better off generally which have most space.

469. Mr. Tite.] When you speak of casts, do you include architectural casts? Yes, casts generally. The casts for the most part throughout the country are casts either of the antique figure or casts of pieces of ornamental decoration. The schools have not been supplied, nor have they sought to obtain many casts that might particu-

larly be called architectural casts.

470. (To Mr. Redgrave.) Have you a cast from the capital from the Temple of Vesta at Tivoli? -I think not in circulation.

471. Have you that in the collection?—No, we

472. Mr. Ewart. (To Mr. Cole.) Do you see to 0.53.

the uniformity of the casts in the different Art Schools in the country, or are the schools left to themselves upon that point?--Certain examples are prescribed which must be drawn from to enable the students to compete. Beyond that the school has tolerably free action. Sometimes we have had an application for an exceptional cast, and if it has appeared right (that is, if the cast itself is not a base thing), the locality has had its own way. (Mr. Redgrave.) I think it would be answering the honourable member's question to say that we do not pay the 60 per cent. towards a cast unless it is an example which we think a good one for use. If they choose to pay their own money for it, they may have what they like; but if they wish us to aid in the purchase, they must take an example which we think a good one.— (Mr. Cole.) And further, we have a system by which the local school obtains 10%. worth of casts or other property upon obtaining a national medal. Requests have been made by some schools to spend that 10 l. worth of property in casts not upon our lists, which the master has thought it desirable to have, and those requests have been acceded to.

473. (To Mr. Redgrave.) Do you think that the study of the human figure should form the basis of the instruction in the Art Schools?—I think it should form a large part of the instruction. We do not begin with the human figure; we begin with ornamental forms to give the student a sense of power and freedom in drawing curves and linear drawing, and we then go on to the figure. We do not

make it the basis of instruction.

474. Do they in France make it the basis of

instruction?—I think not.

475. Do they do so more than we do?—I think not so much. I may say, having visited the schools in France, and seen their Exhibition, that I cannot find out that they have any system whatever; every school seems to work according to its own will. In the Schools of Design in France it seems that the students are inclined to go in for anything new. If any new piece of ornament has been brought out by a celebrated ornamentalist they would all work at it to get the new style rather than work upon the old examples which we enforce upon our students here. I cannot find that they have a system. We believe that they

have no system at all.

476. Are the schools often under the municipalities in France?—I believe so. (Mr. Cole) For the first time in the history of French Art there has been a collection of the works of various Schools of Art in France last autumn. Until last autumn Paris had never done what we have been doing for the last ten years, namely, bringing together a representation of the works of all the schools to be publicly exhibited and judged That was done for the first time last autumn in Paris, and the Lord President desired that several of the officers of the department, some local masters, and some inspectors, should visit that exhibition, and report whether any suggestions were offered by it for the benefit of own schools. With trifling exceptions, I think they almost all concurred, that it offered very few suggestions.

477. You have been asked some questions with regard to the progress in Ireland in respect to Schools of Art. What is the case with reference to Scotland in that respect?—Edinburgh has a most excellent school at the present time. It is in a higher state of excellence at the present time in Edinburgh than it has been, I believe, in

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the memory of man. Then, with regard to other parts of Scotland, Aberdeen has a school, Dundee has an extremely active bustling school, amongst the poor people it is one of the most lively of all the schools in the country. There are 3,000 or 4,000 scholars under instruction: they carry off a heap of prizes every year, and a great deal of Dundee furnishes a very remarkable money. instance of how a man may work up a school if he pleases. The master came from Ireland, and an active and excellent master he is. Dundee has a population of 90,000, and it has 2,595 children in the poor schools under instruction. The master makes the pupils pay very well, and the total fees received for the school have been 491 l., out of which the day students have paid 390 l., that is, the middle-class students; the evening students have paid 60 l. The school has taken 23 medals, 17 second-grade prizes, and 174 first-grade prizes, and the master has enabled the department to pay him 293 l. upon results.

478. He is an Irishman teaching in Scotland,

is he not?-Yes.

479. Mr. Maguire.] What is his name?—Mr.

John Kennedy.

480. Mr. Ewart.] What is the entire pecuniary result?—So far as the department is concerned, in 1863 we paid 293 l.; the master earned by fees 491 l., or rather the school did so; I apprehend that they did without any subscriptions, but that we know nothing about.

481. Mr. Potter.] There were expenses to pay, of course, for rent and other things?—Yes; but I think the premises are found rent-free; I think

the school is held in a public building.

482. Mr. Ewart.] In what condition are the Glasgow and Paisley Schools? — The Paisley School is in a middling condition; it reports 1,019 persons under instruction, of whom 900 are children of public schools; the total amount of fees is only 92 l.; they have a great dislike to paying fees or paying anything in Paisley; the students in Paisley have paid 92 l., and the department last year has paid 236 l.; but then, I am bound to say that Paisley provided a good building, which it has not paid for I suspect; and I think they had to get subscriptions, or something of the sort, and to pay the mortgage. Then, with respect to Greenock, there is a school. Stirling has a small school; Perth has only a branch, I think; Glasgow, of course, has a school. I can classify the schools under the different parts of the United Kingdom, if it was wished. The Glasgow School is rather in a difficulty; it earns a good deal of fees. It earned 609 l. in fees in 1862, and it obtained from the department 580 l.; but, I think, besides that it is obliged to get subscriptions; I think it has a building debt of 3,000 l. Glasgow is a strong illustration of a place where, if they could be induced to adopt a rate, the school would be very flourishing. Premises are very dear in Glasgow; they have to pay above 200 l. a-year I think for their premises, which is a great drain of course upon the school.

483. Upon the whole, what has been the result in Scotland, in your opinion?—I should think that it has been a pretty fair result, compared with the whole of the United Kingdom. The Dundee School, I think, is a very striking example of the effect of activity of a man, and the Edinburgh School is doing wonders; that is a wonderful school; I do not hesitate to say that the Edinburgh School stands high even in Europe at the present time, and Mr. Redgrave concurs with me in that opinion.

484. They have very convenient rooms Edinburgh, have they not?—Yes; they have come within our rules in Edinburgh.

485. What rooms have they?—They have yery fine premises in Edinburgh, paid for by a Board of Manufactures; it is an old institution they have a very fine set of casts too, and the have a most excellent master as well as mistored.

have a most excellent master as well as mistres 486. Mr. Bazley.] Have you prepared at table to illustrate the benefits of the old aba doned system, as compared with the new system of payment, by results?—We are hardly in position to give many statistical returns, because until within the last month, the new system ca hardly be said to have been tried. At this tim the inspectors are examining some of the wor sent up from the local schools instead of bein engaged in local examinations. So far as the results appear, I am inclined to think they w make good what I said the other day, namely that Parliament, unless the system is careful watched, will have to vote more money. I thin that the new system will call for larger sum than the old system did, but I think the ne system has the advantage of being quite und control, because, of course, if the standard b raised there will be less expenditure.

487. How soon do you think you will have vidence of the working of the new system?—think, before the Committee rises, we shall have some instances. (Mr. Redgrave.) I think not take place for some weeks, and the final result cannot be shown till then. (Mr. Cole.) Whe could be shown, is the specific results in specific schools, and you could compare what has been earned through these results with what has been paid for in a similar way last year; and you could make a sort of estimate for the national medallion supposing this Committee to last for six weeks.

longer.

488. Sometime ago you stated that you though the best system of remuneration to teachers was

the payment by their pupils?—Yes.

489. Do you not think that a great number children in the United Kingdom are totally in capable of paying contributions for Art instruction?—No; my own opinion is that everybod who desires to have any Art instruction can passomething towards it. I think there is scarced any child in the United Kingdom, so far as I as able to pass an opinion, who could not pay 1 d. week.

490. Do you think the children of the artized class can pay anything? — Understanding the question to mean, are they willing, I should so

generally no.

491. Are they able?—Yes, certainly.

492. Do you know what is generally paid the children in the schools connected with your Department?—I think in the best of the possible schools connected with the local Schools of Arthe children pay upon the average 2 d. a-weed I am under that impression; and out of that 2 a-week something is paid to the Art master of the local School of Art, if the system is proper worked.

493. Do you not think that National benevelence should be more immediately directed to be poor and indigent than to the middle and more affluent classes?—Certainly; the whole effort the Department is to try and exclude the middle classes from participating in the taxation participating in the taxation participating the Department, except will respect to the encouragement held out by meds

to induce them to come to the schools and pay

494. Will you prepare a comparative statement of the results by the old system, and by the present system ?- I will do that as far as I can.

495. Mr. Maguire.] Would you conceive a child to be in a position to pay a penny or any sum per week for Art teaching, if that child were compelled to receive breakfast in the school from the conductors of it by reason of its poverty?-No: certainly not.

496. Has it ever come to your knowledge that there are many hundreds of children in the National schools of Ireland who, from the poverty of their parents, are compelled to receive food from the conductors of the schools?-I have never heard that; but I have no doubt it may be

497. Mr. Gregson. I think you stated that the masters are the officers of the local Committees: by whom are they appointed?—By the local Committees.

498. Have you no control over them?—Only so far as to require some works to be sent up for inspection. Under the old system a master might get 40 l. or 50 l. a-year, and send up an insufficient number of works, and the Department could only remonstrate with him. Supposing a master sent up only one or two works, the Department might remonstrate with him, and say: You are doing the work inefficiently. Under the new system, if he sends up only one work, it is to his damage;

he does not get payment for his neglect.
499. The payments are made upon the works sent up, I suppose?—Yes, and also upon the works executed in the presence of the inspector in the locality, that is an inferior kind of work, first and second grade work.

500. Do you send any specimens down specially to be competed for by the masters?—We send the examples from which the competition drawings

are made.

501. Under the new Minutes, is it still the interest of the masters to encourage pupils of the middle class?—Very strongly; perhaps more so than ever, inasmuch as if they think there is a risk as to the amount of payment from the Department, they will try and get students who will pay them with certainty for the instruction as it goes on. A master working for the Department, of course works for the year with a risk. A master teaching the middle class students gets paid remunerative fees every month or quarter.

502. Is not it to the prejudice of the lower classes then?—I think what we call our bonuses are quite sufficient to induce the masters to attend to the lower classes. If experience should show that that is not the case, of course the remedy would be in making the stimulus greater.

503. You do not know the result of the system yet?-No, we have not seen the results for a

year yet.
504. (To Mr. Redgrave.) You stated that a master who, under the old system, received 40 l., under the new system, would receive 38 l., but with certain additional chances. What are those additional chances, and what would be the total amount the master would receive under those chances in addition to the 38 l. 3-I cannot say; they are contingent; very likely from 15 l. to 20 l.; perhaps it would be 15 l.; that would be dependent upon the progress of works which are only initiated as yet; for instance, two of his students have made a certain progress towards obtaining certificates of the third grade. If those students

pass, as they may, in three years, he would get 15 L each upon those students; that would be 30 %; one master has sent up two pupils this year, one of whom has passed absolutely, and the other within one paper; therefore he is entitled to 15 l., and he is a very long way on for another 15 l.: In the case I speak of, it would be three years before those results would be reached. Then that master has the chance of a number of 10 s. upon the examinations of the second grade, which have not yet been gone into, and therefore I could not speak of them. Besides that, he has a chance for designing; that is not yet done.

505. Then a successful master, instead of 38 l. might receive 70%. ?-Yes. Perhaps I may be allowed to answer a question which was asked me on a former occasion, and which I did not quite understand. I was asked about an example called the Trajan scroll; I did not know at the time what stage that was in; it is connected with two or three stages, I find. The Honorable Chairman referred to the second stage; I may say that there are two examples in that stage; one of very great labour, and the other of very much less labour, and a master may choose which of those examples he likes; there is no need that he should be tested by either example, for he may send in a student for examination who is tested by the free-hand paper second grade, in which case, the examination would only take the student one hour. If he succeeds, he gets a 10s. prize, and the master 10s. also; if he goes in for the example, which I understand some one took 12 months over, but which I think two months enough for, it is by his own option. I was reverting to the case of Lambeth School, which we examined yesterday, and I find that there were 11 candidates in the second stage; and the masters had chosen to send up nine of those very difficult drawings, and two more easy ones; it was quite at his option to take either with equal chance of success; we do not enforce one example more than another. In every stage where there is a laborious example, there are other examples which are very much less laborious.

506. Mr. Tite.] (To Mr. Cole.) You stated, I think, that at the commencement of your establishment the notion of the schools of design in your mind, was with a view to improve the artizans in architectural drawing; was that a correct impression of what you said?—The Schools of Design were formed specifically to improve designers, and I gave an instance in which it was demurred to a carpenter or a mason being taught

507. However, the establishment had that wholly, or to a considerable extent, as its object? -Yes. The Department formed in 1852 wished to educate all classes, carpenters and masons included.

508. Has it succeeded in that particular, as far as you know?—Yes; I should say it had. should say that there have been a great number of works executed which have been designed by students of the schools which are most creditable.

509. Those students being of the working class?—Yes, or having risen from the working class, that is to say from the artisan class, and not

from the gentry class.

510. What amount of education in Art of any sort or kind is given to the artisan class as far as you know in respect of numbers. Are any of the numbers you have quoted, numbers that would give that result?—If I understand the obthe question to be to show how many ject of

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artisans have passed successfully through any stages of the instruction, I may say that we can give the Committee a good deal of information upon that point. In fact, our annual central examination, what we call the National competition examination, shows specifically who are artisans and who are not artisans. Upon every drawing sent up there is a label, which states the school, the name of the person executing the drawing, how long he has been in executing the drawing, his status, and whether he has taken other medals, so that an analysis of the returns to the National competition this year would answer that question.

511. Will you furnish the Committee with that statement?—Yes.—(See Appendix).

512. Does the number go on increasing with regard to the class of artisans?—Certainly.

513. Is that the case throughout England, or is it confined to particular places?—Throughout England. Mr. Redgrave can produce two sets of drawings which are now under examination; he brings them up as illustrations, and they apply particularly as answers to the Honourable Member's questions; they are illustrations of the stage for encouraging design, and they come from two places, at one of which, at least, you would think that design was not particularly in demand, that one being Cirencester, and the other Kidderminster. (Mr. Redgrave.) These are two sets of drawings (producing the same): this is what we call the section of elementary The student has a form sent him down (different forms are sent down every year), and he has, at the same time, the name of a plant or flower given him, which is, in this case, the strawberry plant, and every student is told to fill up, after his own taste, this form, with some ornament derived from the strawberry plant. From Cirencester this number of designs came up, under that system; you will find, from the tickets in the corner, by whom they were executed; some are by stonemasons, and others are by students of one kind or another; you will see also the time the students have been in the school; but I wish you to see the very varied design there is in every one; each

student produces something different.
514. Mr. Maguire.] You say you can ascertain the occupation from this card; I see that one of them says "occupation scholar?"—I suppose it is somebody who is from the middle classes, who does not choose to put down his occupation; such cases I see occur largely; here is one who calls himself a "butcher." We take the drawings as they come. I want to show the Committee how very varied they are. Those who call themselves scholars are young people who, I presume, have no occupation. There is one who sume, have no occupation. There is one who appears as "student;" here is one who calls himself a "painter;" that, perhaps, is a house painter. I find also another "painter." All this design is entirely their own invention. These are the drawings of a class in which we teach the student to design without applying it to any fabric whatever. If the student can arrange his thoughts in a way that shall produce a beautiful surface, it may be applied to carpets or fabrics of any kind; we do not interfere with trade details. It is in evidence that a Frenchman, connected with the Jacquard looms, said that, after a man had acquired a knowledge of design generally, he thought six months would enable him to know all the ins and outs of the Jacquard loom, and how to apply the designs to that loom. I find

here is a design by a man who calls himsel plasterer;" I think that the taste, colour, and ing of that design show that our schools mu doing something. Here is another class of dra from Kidderminster (handing some drawings Committee). Here is one by a student who designer, aged 13 years; here is another wh not put his name; here is another, aged designer; another, aged 14, a designer. All from Kidderminster are by designers; you wi that, although the stage is one of elementa unapplied design, there is a little spice of a c design in them; we find that very often the If you go to the Potteries you have a sort o design. There are about 15 from Kiddermin and they are all marked as being designers, 13 years and upwards.

515. Mr. Tite.] (To Mr. Cole.) The result was I gather from those specimens and your evid is, that the class of artizans has been fairly en raged by the system that was set on foot should say thoroughly so.

516. And the result is satisfactory to mind?—Quite so, I should say. (Mr. Redgr These designs are produced throughout the sty the scholars in great variety. Sir Ch Eastlake has been quite surprised to find how it is possible from a given plant to produvariety of designs.

517. (To Mr. Cole.) What connexion you with the Society of Arts, if any?—I am Vice President of the Council.

518. That is your individual connexion; connexion has your establishment?—No nexion whatever; no relations.

519. Do the Society of Arts still continuoffer premiums and prizes for drawings models, as they used to do?—No; instead of tinuing the old system of offering medals drawings, the present system of encourager that they give is for workmanship and exect of works of Art. They give, for example piece of ornament by Donatello, or some gmaster; they publish or issue a cast, and they give a prize of 10, 15, or 20 guineas for best execution of that cast in wood, stone, may or terra cotta, in like manner going through or 16 classes of what is called Art workmanship.

520. Did they abandon their principle of ing medals for mere drawing, resembling character of the drawings which we see in room, because it did not succeed, or because had superseded them?—The Society of Arts at one period got to a state of great deer tude; just before the Prince Consort became President, it got greatly into debt, and dwind down to 300 or 400 members; and it then ganised its course of action, taking up rathe specific action upon designs than its vague at which had prevailed for more than a century of ing prizes for drawings. Those prizes for draw were limited in a curious way; they were limited students under the age of 16. Mr. Mulre took one of their prizes, as did also Sir Cha Eastlake and Sir William Ross, and Mr. Mill for it continued even up to his time. They g prizes in an odd way; for instance, there certain prizes limited to the eldest sons of pe peeresses, and so on.

521. However, that system was abandon and the teaching of drawing was taken up your Department, and the consequent put attendant upon that teaching, are also in Department?—Yes.

522. And therefore the encouragement,

as it was, of the Society of Arts ceased ?- Yes: but the Art workmanship encouragement is not

in our department at all.

523. You spoke of an individual instance of a Local Committee where things were not very well managed; will you tell the Committee what you object to there, and why you imagine the school has not succeeded; you stated that the rooms were not convenient?—The local accommodation is very bad; I am told that it is such that the ladies of that city will not go down and get instruction there; it is in a low part of the town.

524. Does that apply to the artizan class, or to the better class?—The richer classes do not support the school, and consequently the Committee have to put their hands into their pockets. I dare say the Honourable Member has had to go through that operation, and to pay for the school; that is discouraging, the Committees do not like it; they particularly dislike it in the case of the new schools; they were to the manner born with the old schools, and therefore they bear it, but in the new schools they do not like it. In the place I refer to, they are in great tribulation with a debt of 601. or 701.; they have about 2,000 poor children learning drawing fairly well; there is a class of fearing drawing fairly well; there is a class of 60 or 70 artizans coming in the evening, but no middle class, owing, I am told, to those bad premises; certainly the premises are very scrubby, and the result is, that the Committee have a debt of 60 l. or 70 l. hanging about them, and they do not like it; they do not like to continue the subscription. If that school could have any part of a public building suitable for the purpose set apart for it, I have no doubt it would prosper; I hope the municipality will take the subject up.

525. Do you attribute the want of success in that case to the inapplicability of the building where the school is held, or to other causes ?- I should say there might be a little bad management perhaps, but I do not like to say that, because I think it is chiefly the want of suitable pre-

526. You have adduced this instance of a place where a school has not succeeded, and you give the reason that the rooms are ill-placed and inconvenient, or, to use your own phrase, "scrubby;" is there there, or anywhere else, a further reason for want of success?—The keystone of all success is a good master, and his being allowed to exert himself without any undue amount of red-tape interference. I should say the first condition of a successful school everywhere is a good master.

Mr. Ewart.] And payment by fees, I suppose?—And payment by fees. Sometimes a school has been more or less in tribulation from various causes, among others, the badness of the

premises.

528. Mr. Potter.] Are there not many more schools in the same condition?—There are not many schools where the premises are excessively bad; there are cases where the schools are held in very humble premises, but I do not think the schools fail upon that account.

529. Chairman.] Can you state how many schools have been closed after having been opened?—I could give that specifically; I think not many, it might reach five per cent., or rather, perhaps, four per cent. of the number established, and some have been re-opened.

530. Mr. Arthur Mills.] I understood you to

say to the Honourable Member for Bath that you thought that if an arrangement could be made by which the schools might have the benefit of occupying some portion of a public building in the town the difficulty you alluded to might be obviated, and that they might be set free from the chances of the class of difficulties to which you were alluding. Are there many instances of schools, in your knowledge, which have the advantage of having any portion of public buildings in their respective towns placed at their disposal? -I could furnish the Committee, I think, with a list approximately correct of schools which do not pay rents for their buildings, and those schools are held in buildings of various public characters. For instance, at Hereford the school was held in part of the Cathedral buildings; at Dundee it is held in part of the Public Seminary buildings; at Bristol it is in a public building connected with some old endowment. At Liverpool, both schools are in public buildings paying no rent, I believe.

531. Mr. Tite.] Where is the school held at Edinburgh?—At Edinburgh the school has been provided for by the Board of Manufactures, which is supported by public funds; and at Dublin in the same way. The conclusion at which I arrive is, that if schools are not charged with the rent, taxes, and lighting of buildings, it is wholly the fault of the master if the school does

not answer.

532. Mr. Arthur Mills.] In the case of a school at Taunton, the principal difficulty that had been felt was with regard to the rent of the premises; is that a difficulty which, to your knowledge, has been extensively felt in other schools?—I am happy to state to the Committee frankly, that I think that is the crying evil that persecutes the schools throughout the country more than anything else, and that if the schools had the premises rent free, that is, if the rent were not chargeable either upon the fees or upon the money obtained by sending the hat round for subscriptions, the schools, for the most part, would be in a state of prosperity. If they were not, my conviction is, that it would be solely the fault of the master.

533. Mr. Potter.] Do not you think that the rental would be about 25 per cent. of the entire cost?-That is rather too vague a statement for me to accept. The rental, of course, would vary very much in different places. In Manchester, where ground is almost as dear as it is in London, and also in Liverpool, probably the expenses of rent would be very large. They must be so; but it would be hardly possible to say it would be 25 per cent. in every case. Let me take the case of Taunton. The fees taken at Taunton were 332%. in the year 1863, upon a population of 15,500. It was a large sum, showing that Taunton is well off, and that the people there can well afford to pay, and do pay, for the school; but then the Department has contributed, besides that, about 751., making the total expenditure there 400 l. I am not aware whether they are obliged to get subscriptions in Taunton, but I think that to charge that school with 60 l., 70 l., or 80 l., for local expenses, is a great drag upon the school. It is hardly fair, perhaps, from all points of view, that it should be taken from the fees of a school. I believe that is a common occurrence everywhere.

534. Mr. Adderley.] One of the principal objects of this inquiry is to ascertain the merits of E 4 +

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the new Minutes. I understood from some of your recent answers, that there were four principal reasons for these new Minutes, which make the grant depend upon results instead of upon other tests; that the first was to prevent the masters setting up claims upon the Government, and considering themselves officers of the State; that the second was to secure work being done, and to stimulate to more activity, and also to ascertain a master's fitness for teaching, as distinguished from his competency; that the third reason was to bring the general expenditure upon Schools of Art more under control; and that the fourth was to reduce the proportion of the Parliamentary amount for the whole expenditure?—Yes; and, fifthly, to limit the payments exclusively to artizans.

535. Upon each of those five heads, will you state a little more plainly the difficulties which were felt by the Department, and which led to their making this change. With regard to the first point, as to the masters considering them selves State officers, will you state what diffi-culties the Department felt and anticipated from that cause?—When the masters were salaried, there was always a perpetual contest between the local power and the governing power. The Government paid the whole of the salary, and claimed to appoint the masters, and to look after them, and, in fact, to consider them as their officers, as indeed they were; constant difficulties arose from that. It happened sometimes that localities wished to get rid of a master, and were unable to do so, or hesitated about doing so, lest they should lose the grant made to the master; that is one class of difficulties. The other one is that the masters put an interpretation upon their position which, I conceive, was not warranted by the Minutes; that is shown by their petitions. Many petitions have been sent to the House up-braiding the Government with breaking faith with them; they say that their payments were guaranteed; and those petitions have been printed in the Votes; they are not very accurate petitions as to the facts. For instance, they say "your petitioners view with grave" "your petitioners view with grave concern the introduction of alterations in the manner of distributing the grant for Science and Art," (there is no alteration in the Science Minute; in the Art Minute there has been an alteration,) "whereby all fixed payments, guaranteed to masters of Schools of Art, were abolished." I am not aware that it can be strictly said, upon the basis of any official announcement, that fixed payments were ever guaranteed at all. That payments were ever guaranteed at all. shows a misapprehension which, of course, it was desirable to get rid of. They say the payments were guaranteed to them upon their appointment. Certainly I am not aware that the State did anything more than say to a master, who possibly had cost an expenditure of 200%, or 300%, of public money in order to train him for a master's position: "go and get your living, and make your own arrangements with the Local Committees." This shows the misapprehension which was

536. Would you state in the same manner, more at large than you did before, what difficulties the Department found with respect to the second reason for these new Minutes, namely, to secure work being done and to stimulate activity, and also to secure a fitness for teaching in the master as distinguished from his competency in other respects?—As the certificate

which I have put in shows, the certificate wa limited, and was valuable only as far as the master's hand power was concerned, or his a knowledge. It gave no guarantee that he wou prove a successful teacher. We have had easuhere people have broken down altogether successful teachers, though they had taken ce tificates. I will take a case of that state things. I have no doubt I could produce; stances where a man has cost the country 150 200 l., perhaps even 300 l., and turned out to an incompetent master after all, That master the Department with this, which he calls guaranteed payment, of 40 l. or 50 l. attached him. He calls it a fixed thing, as if it we fixed for ever. The result was that there h been this outlay upon the part of the State maintaining him and instructing him to velittle purpose. I believe some masters have cost nearly 500 L to produce, and they he gone away and proved incompetent master although perhaps they were competent to he done so much as the certificate demanded them. Therefore, that state of things was entire cured by saying to the master, "You shall prove the competent as far as we can find out." yourself competent as far as we can find out, next you shall do the work, and be paid for work you do."

537. Did you also find a slackness of activi owing to the fixity of the payments?—I do think I can put it quite as strongly that; we fortunately always kept the fixed p ment, otherwise he could not have subsisted a much by the amount of the fixed payment, was a sort of stand-by, and as such, was very

ceptable no doubt.
538. Will you explain to the Committee m fully the third reason for the introduction of New Minutes: namely, to bring, the general penditure upon Schools of Art more under con by the greater facility of raising the standard Supposing Parliament should say to us, instead distributing 15,000 t. amongst Art Schools, shall only distribute 10,000 t., all we should he to do under the New Minutes would be simply raise the standard of excellence. If we did so course there would be fewer amounts of pul money to be given away; therefore, that puts matter entirely in the hands of the Departme Let me say that has been exactly the case with Science Minutes. I venture to say emphatical that they have been a brilliant success. The success those Minutes led the Department to see they might, with judicious medifications, be m strictly applicable to Art. For instance, last y we found that by the bonuses offered as prize the Science Minutes, a master in the northern of England was earning upon results, for teach one class only, mechanical drawing, I think, 250 The Lord President looked about him and s " This is a large sum, we must raise the stand a little, and we can reduce it to 150% or 100 it is entirely under control.

539. Why could you not use the same me of raising the standard upon the old certific system?—Of course, we might have made certificates very much more difficult to gain, in that case the students would probably have to be maintained a very much longer time w they were in training, so that what you gained one side you would lose on the other.

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Redgrave.) And besides that, upon all existing certificates, whatever Parliament might determine as to the general expenditure, some payments would have to be made to the masters holding them, provided they were teaching. But if Parliament says that there shall only be a certain sum distributed, the standard according to which results are paid may be made a little higher, so that so much money will not be expended. (Mr. Cole.) We felt that to substitute payment on results for other fixed payments was the true commercial principle if it could be carried out. think now we shall be able to show that it can be carried out, without affecting existing interests

540. Your fourth object in the new Minutes was to reduce the proportionate amount of Parliamentary aid per student. Will you explain how you expect, by the new Minutes, to arrive at that object?— To begin with: there are two parts of this Minute which are quite distinct; the number of poor children taught, and secondly, the number of certificates that may be obtained. Now, with respect to the number of poor children taught, the more you can increase the teaching of poor children, the more you will diminish the proportionate cost of any given amount; because, to increase the number of poor children does not increase the machinery, or increase the cost of teaching, to anything like the same extent that increasing other parts of the instruction would do. By holding out a stimulus to a master to increase the teaching of poor children to the greatest amount possible, you reduce the proportionate amount per head. We considered, in fact, that the teaching We considered, in fact, that the teaching of the poor children was the basis of perpetuating any good that may have been laid by this Art instruction, and carrying it to much higher results. To neglect the instruction until the adult comes

forward is a costly operation.

541. You yourself stated the fifth objection of these Minutes, namely, the restricting the Parliamentary aid to the artizan class?-Yes.

542. You stated, in your former evidence, that you had never attempted any definition of the term artizan; in what way do you propose to make that distinction more definite under the new Minute?—Of course, it is very difficult to get a precise term which comprehends everything; you might use the term "labouring poor," you might use the term "people in receipt of weekly wages;" but then there are difficulties as to all of these. I gave one instance to the Committee of a clergyman's son, who seemed to have a fair title to be considered as coming within the spirit of the law, though not the letter, his father having only 70 l. a year. No doubt, there are difficulties in it; but we have gone through four years' experience in making our science payments, upon people who are called artizans, and really the difficulties and exceptions are so few as hardly to be worth consideration. The Local Committee will have to certify that A B is in the received for the large of the l that A. B. is in the receipt of weekly wages, or is engaged in industrial occupations, or that she is engaged as governess, or is going to be engaged as governess. I think, upon the whole, that the Local Committees will do their work fairly and honestly, and give the certificate fairly and honestly. I do not think there will be much as governess. cheating.
543. Having explained the objects of the new

Minutes, will you state whether, to your knowledge, the result has already been in any case to reduce the number of masters or teachers of any kind, in any School of Art?-I have already explained that the new Minutes are not yet actually in operation. The masters, in some cases, were paid up to Christmas, and in almost all cases up to October; some, I believe, are going to be paid up to Midsummer next, therefore we have not yet had a fair one year's trial of the new Minute. I can conceive it just possible that in one or two cases, but not many, under some apprehensions of the new Minute, a second master may be dispensed with.

may be so occasionally, but not often, I think.
544. Is not it the case that your payment under the new Minutes, being a deferred payment until a certain result is arrived at, there is a risk run by the Local Committees in engaging masters whom, by the time the results of the examination are known, they may have no means of paying?-There is always the stand-by of the fees, which ought to be the support of the school, if the thing be sound. Of course, there is some risk; a Local Committee engages a master, and if the fees are not sufficient to support him, which I conceive they ought to be, the Committee must make some arrangement of their own, and give him a guarantee, which is to be avoided if possible, I think. But I do not think that after one year's trial it would be found to be oppressive at all. There is some risk, of course. A master may run away, or he may die, or he may not gain his medals, and then, of course, if the Local Committee have taken the responsibility upon themselves, they are in a difficulty. I do not think it will happen very often.

545. I presume that in the one or two cases of teachers having been already dismissed, to which you allude, it has arisen from an apprehension on the part of the Local Committees of such a deferred risk?—I am not quite sure of that. think the Local Committee now, as well as the masters, are looking at the matter from a dry business-like point of view. There is no doubt that when the Government grants were given of 600% they tended to encourage an over expenditure, and that a school was much more expensively managed with that subsidy than was at all necessary. I dare say it will turn out, with some of the old schools especially, that the expenditure has been pitched rather higher than is absolutely necessary for the work to be done, at all events, beyond what the fees are able to pay for. With the arrangements which Local Committees now make I think the change will not be extensive. (Mr. Redgrave.) If there be any diminution of masters, I think it will not arise from the payment being deferred, but from the idea that the results will not support three masters, where three are kept, and perhaps not more than two, or where two are kept, not more than one. Changes may take place from that cause, I think, but not from any dread of the deferred payments.

546. (To Mr. Cole.) Have you any means with you now of stating the case with respect to the Birmingham School of Art?—I think I can generally. The Birmingham School has always been a thriving school, more or less, and it has always had a large number of persons under instruction. During the last year it had 1,614; that is not as large a number, perhaps, as it ought

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to have, nor as large as it might have, if all Edward the VI.'s Schools were more in alliance with the Birmingham School of Art. Birmingham is very largely endowed, as the Honourable Member knows, with a number of schools, founded in Edward the VI.'s time, which are perfectly competent, if they think fit, to pay a good price for drawing; but I am afraid they do not do it as much as they might. I would not wish to be understood as saying that they are not in alliance with the School of Art; they are in alliance, and some 200 or 300, or more, are taught, but it is not to the extent that the funds of the endowment of King Edward's School would admit, if there was a willingness. There is no reason why Birming-ham might not have 10,000 children under instruction in drawing at a very moderate pay-

547. The present number being 1,700, I think? -The total number being about 1,700, of which the children in the poor schools were about 800. At the Birmingham Central School there are 895 students, who have paid 5931; the total fees amounting to 6941. in 1863, being a very slight increase over the former year. Of those fees the students (191 in number) attending the local school have contributed 161 l.; the evening classes, consisting of 732 students, the bulk of whom certainly are artizans, have paid 443 l; the total fees having been 694 l. The Department has paid, during the past year, 384 l.

548. That sum represents the reduction of the receipts from the 600 l., which they received under the old system?—Yes; what I have stated was upon the certificate system. Out of the 6001. upwards of 4801. was paid direct to the

549. Can you state whether the Birmingham Committee has already reduced its number of masters or pupil-teachers, under the apprehension of the risk they will run under the New Minutes? -I think not. (Mr. Redgrave.) As to the pupilteachers, they have nothing to do with that matter; it would be for us to do that. We might reduce them because they had not a sufficient number of poor schools under instruction to justify the pupil-teachers. The Committee would be glad if we would let them have them. The pupil-teachers will be totally done away with under the New Minutes, and local scholarships established instead, which are paid at the rate of 6 d. per head upon children who are instructed in the poor schools; therefore they will have less local scholars than they had pupilteachers. (Mr. Cole.) If Birmingham chooses to get 10,000 poor children under instruction, it could claim a given number of local scholarships, at the rate of 6d. per head per child; instead of having, as it formerly had, three pupil-teachers without a definite ratio to the number being

550. To the best of your knowledge, the New Minutes have not, at all events up to this moment, reduced the number of teachers in the Birmingham School of Art?-No, I think

551. You state that these Science Schools have always been paid by results upon the examinations?-Yes, always

552. Can you judge, by your experience upon them, what the result will be upon the Schools of Art under the New Minutes?-I am led to infer that the results will be very satisfactory.

553. Is there any difference between the cess of instruction in the Science Schools and Art Schools, which would make the system payment by results more applicable to the than to the other ?- I think, if I had been ing at the subject without any experience at I should have been led to say that the applica of that system would have been easier to Schools of Art than to the Science Schools, great difference in the two cases is this: the administration, throughout, is controlled by Science and Art Department, which trains teachers, provides the examples, and goes in great deal of minutiæ, and is obliged, as it w to be the contractor for the whole instruct It has to be, perhaps, a little despotic sometin regulating what is to be done. In the case Science, it does nothing of the sort; it sin says, "Come up to the most eminent people, as Dr. Hoffmann and Professor Tyndall, and shall get a stamp that you have passed examination; and then go and secure your lin by teaching where you please, in a garret or cellar, we don't care about that; but having your students, and having got a local commi to certify that you have given a certain num of lessons, you shall be paid by results." And mination is held of those students, and their par again are examined in London; and if a stud is successful, a payment is made upon him to teacher, and a prize is given to the student. T system has now been in operation, more or advancing in completeness year by year, since the Honourable Member was Vice-Pr

554. Chairman. Do you think that that sys would be equally applicable in Schools of Art -I think not equally applicable. I am af that the theory about what Art is, and what ought to be, is by no means as fixed and defin as it is with regard to chemistry and mechani and therefore I think it is necessary for State itself, in encouraging Art, to establish standards of what is to be done more preciation is necessary in the Sciences. I think action of the broad principles has been successful demonstrated, and that is applicable to be (Mr. Redgrave.) I think if we were going educate masters for Schools of Art quite irresp tive of what has been done, we might dem that they should pass a certain examinati having undergone a training elsewhere, receive our certificates, quite as well as it is din science. (Mr. Cole.) There is this different also to be borne in mind, that a very considers influence upon the teaching is produced by Museum. Now there is not an unlimited quant of fine objects of Art to be had in the world, therefore it is necessary for something like central action to be established, in order to leet the fine works of Art; that hardly applies the sciences.

555. Mr. Adderley.] (To Mr. Redgrave.) We respect to the applicability of the Schools of to the different kinds of manufactures, you sta that the study of design was generally in nature until the first principles of form acquired; up to what point would you say the special art upon which the schools are to brought to bear should have no control over course of study ?- Up to the point of the stude having perfect command over his materials; he has perfect power of drawing, painting

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modelling, his study would be alike in all It is then necessary that he should apply that power. One of our first directions to a master is, "Make yourself acquainted with the nature of the manufacture in the place where you are to teach, and then lead your students on to the design which is applicable to that manu-

556. At what point would there begin to be a difference in the instruction given in the schools at Birmingham and at Macclesfield?-The instruction at Birmingham would address itself to modelling more than would be necessary at Macclesfield; they would require a better modelling class at Birmingham than at Macclesfield, and it would be necessary at Macclesfield to do more in the way of drawing foliage and ornamental forms, and less of the human figure. That matter is left to the master; we do not say it is necessary that they should follow our whole

course, they may take as much as they please.

557. The works upon which your payment by results would be based, would differ in the two places, would they not? - They would differ to the extent, a different part of the course was en-

558 And it would depend upon the seat of manufacture where the school existed, in what branch the students distinguished themselves?-Yes, it would work naturally; a master would find that there was no use pushing students forward in one direction, and he would take up others instead, and work upon those which were more applicable to his particular locality, and send up more works connected with the applied design stage than with the stages of modelling or drawing the figures. And very likely the Committee at Macclesfield would choose a master who was better qualified for their purposes, as not

being a modeller but a draughtsman.

559. As far as the National competition forms a part of the results none of this special difference would come in, would it?-It would come in in the applied design classes; there is a class called Stage 23, wherein the students send up applied designs; the applied designs coming up from Macclesfield, from Manchester, from Kidder-minster, and from Sheffield, would vary according to the locality, and they compete for prizes just as much as any other stages. There used to be a great many money rewards given in those stages; but Sir Charles Eastlake and Mr. Maclise, seeing r Charles Eastlake and Mr. Maclise, seeing that those were very little competed for, desired that they should be withdrawn, and they have not

been advertised of late.

560. In the National competition, you can make the competition general, though the works are special?—Yes, in the advanced stages you can make the competition general, though the works are special. (Mr. Cole.) I wish to add, that almost every description of drawing, whether scientific, or done by the hand without instruments, and almost every description of object, including figures of all kinds, models, and objects of all kinds, is, I believe, entirely exhausted in the course. I can hardly conceive another stage put in to our course beyond what is already there. The masters in the various localities are quite free to take up any one of these stages, going into about 40 varieties, and they are all of them of a certain value; some of them, that is, those that require a higher training and greater skill, are rewarded at a higher price than the rest. There is nothing

whatever to prevent Birmingham taking up any of these 40 stages that it likes and working at them specially,—it will come out in competition perfectly well, because the works are, in the first instance, judged of locally. We have a rule, it may he objected to, and perhaps the working of the new Minutes may show that it is desirable to modify it, but the rule is, that any local school is entitled to have only 30 medals; the whole works of the school are put together, and they may get 30 medals; then the works of the school are put in juxtaposition with the works of other schools, and there is a National competition. Up to the point of the gaining of the local medal it is optional to the master to take up any of the stages, and work just as he pleases. (Mr. Redgrave.) It would be very difficult to define exactly in any locality that any particular stage of our course is not wanted; for instance, modelling is more required in Birmingham than other things; but it is not exclusively required. There is a large japanners' trade there which requires much the silver trade struction as Macclesfield, and the silver trade deal of engraving. Take Manrequires a good deal of engraving. Take Man-chester again, its productions are of course peculiarly cotton fabrics, but there are a great many decorators there who want assistance. a very numerous and wealthy population in Manchester who would require all that high class decoration that would be taught in a School of Design. You cannot say that the instruction should be absolutely confined to cotton fabrics.

561. What I wanted to know was whether in establishing a system of payment by results you could get a National field of competition between the special works of one locality and those of another, so as to allow all equally to come to the competition?—Yes; they are taken at a certain stage of excellence, namely, when they are excellent enough as designs or patterns to receive rewards, and then they are compared together. (Mr. Cole.) I wish to put this passage in evidence to show that we are not stricter than is required:--" Whilst the master is expected to adhere to the course of instruction recommended by the Department, he may advantageously introduce such exceptional or additional stages of study as may be required by the particular in-dustry of the neighbourhood, or by any other special local circumstance. Masters are recommended on their arrival in a locality to lose no time in making themselves acquainted with the particular branches of industry followed by the inhabitants, in order that they may be enabled to recommend such additions to the course of instruction, or may induce the attendance of those following handicraft pursuits, whether as work-men or superintendents, and thus make the school as directly useful to the locality as possible."
That is enjoined upon the master, besides such

definite instructions as are given to him.
562. In comparing the different amount of aid which different parts of the kingdom have received, is there any assignable reason why Ireland should not have received as much Parliamentary aid as Scotland or England?-It depends

wholly upon Ireland itself.

563. Is there anything that should hinder Ireland from receiving the same advantage from the system as England or Scotland have received? -Nothing over which the Department has any

control.

564. The Irish schools are upon precisely equal F 2+

H. Calc, Esq., C. B., and R. Redgrave, Esq., R.A.

H. Cole, Esq., C.B., and R. Redgrave, Esq., R.A. 14 April 1864. terms with the other parts of the kingdom, so that if they have received less it must be simply their own fault, must it not?—Or misfortune.

565. The difference must rest with them?

Yes.

566. Is there any assignable difference whatever? - None whatever; and I may say that whereas in the science system, the Government are very indifferent about the character of the room, and the examples (for we do not inquire into the modus operandi of the instruction in Science as we do in Art), Ireland has beaten the whole of

the United Kingdom.

567. Will you state generally the causes and circumstances of the Belfast School of Art having fallen off? — The Belfast temperament is not mild, and the then managers of the school were so extremely indignant at losing their 600 l. subsidy, that they threw the subject up, more or less, with disgust and contempt. Everything was done that we thought could be done on our part; two or three of us went several times to Belfast, but we could not make any impression upon them; the Belfast people are very hard, much harder than the southern people.

much harder than the southern people.

568. Mr. Maguire. There is provision for the masters, is there not?—For the old salaried mas-

ters there was.

569. Assuming that a master is competent and faithful in the discharge of his duty, and he breaks down in health, is there no provision for him in case of sickness or old age?—No.

570. Do you think that fair?—It applies to the world in general; I do not know that it is the business of the State, by means of the public taxation, or of the prudent part of the community to provide for the imprudent; if you ask me whether a master can earn his living and save, I say yes.

571. Would not that observation apply to those officers connected with the Department who are civil servants?—That is begging the question; we have always contended that the masters are

not civil servants.

572. Do you not think that those masters who faithfully discharge their duty are entitled to as much consideration on the part of the State as superior officers in the Department who administer the funds?—I do not think they stand upon the same footing; if they did, certainly they would be entitled to it.

573. Are they public servants?—No, they are

not public servants at all.

574. Are they certificated by the Government?—I do not know that the London University, or Oxford, or Cambridge, are responsible for maintaining the people that they certificate.

575. I am speaking now of masters solely; are they not public officers amenable to your Department?—No, not at all; they are only amenable to us so long as they receive our pay in the training school; when they leave the training school, they have had an education at the public expense, and they either float or sink as they please.

576. Chairman.] You stated, I think, that one of the objects of the change was to get rid of the claim that the masters might have to a position as State servants; does not that seem to acknowledge a quasi claim, at all events, of that kind previously existing?—Of course, whenever the State enters upon the function of paying anybody, the recipient is always pleased that it should

continue to do so, and things which are call vested rights very soon grow up. Upon broad principle that the Government ought not interfere where it can help it, it seems better the

they should not grow up.

577. You say that it is one of the recommend tions of the present change that it makes it cle that the masters will not in future have a claim as servants of the State; does not it seem to imply that, in your opinion, at all even it was not quite clear before that they had such a claim?—I do not think, as respects a certificated masters, that they ever had any claim at all. A master is trained, supported by public funds, to enable him to perform a servi which the public desired to have performed; you like to call him a public servant, of course can be done; but instead of the State being permanent debtor to him, I look upon him rath as a debtor to the State, for helping him to enhis living.

578. I do not ask you whether he has a claim not, but I want to know what is the exact me ing that you have when you say that one of recommendations of, or reasons for, this chan is to alter the position of the masters; you say that, do you not?—(Mr. Redgrave.) I this Mr. Cole said that the masters might consi that they had a claim, and that this would me it very clear that they had not (Mr. Cole.) the case of the salaried masters, the Treas admitted their claims, for reasons of policy rate than reasons of law at all; the salaried mast never did that which the old servants of Crown were accustomed to do in times gone namely, contribute to the superannuation fur they never paid a farthing. If the question been raised 20 years ago, with respect even to masters of the Schools of Design, it would be been decided that they had no claim whatever the Treasury would not have listened to it; but put the whole upon a simple basis, and to preve any possible claims upon the part of the conficated masters, and to get rid of the old master the Treasury did consent, as a matter of liberal to recognise the salaried masters who had on been paid by the Board of Trade as quasical servants.

579. How do you distinguish between a part ment made to a salaried master and a paymende to a certificated master. One great tinction was that the Board of Trade absolut appointed the salaried master without consultate with the locality at all. At the time when Honourable Chairman was interested in Schoof Design, he will find it laid down in his evidence that the Board of Trade absolut appointed and dismissed the masters, and ablutely paid them. Of course that established certain relation between the masters and Board of Trade. After 1851, the master emphatically told, and, in fact, he signed agreements to that effect with his eyes perfectly op that he was no longer appointed by the Department, but the officer of the Local Committee, though did receive an annual payment from the Department.

580. (To Mr. Redgrave.) In answer to questi 134, you state that masters occasionally have be admitted to the museum, and that in the case copied works of Art, to the extent of 101, the copies are purchased by the Department, if the

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are found worth purchasing by the Inspector General; can you state how many cases of that sort have taken place? I cannot, at the moment: I can give it you afterwards.

581. Has there been any considerable number? Not a very great number; I should say a dozen

or 15, perhaps in 161 582. Mr. Maguire.] (To Mr. Cole.) Has not Dublin furnished the most students, and, in the training of those students, received more in allowances than any other provincial school by a very large proportion? I think our records show that

583. Mr. Ewart, These Schools of Art and Design have existed now for 30 years or more,

have they not & Since 1837.

584. Should you now say, that for works of the highest Art in Art manufactures, you would go to a foreigner or to an Englishman ?- I should say you can get the highest Art you can possibly desire by going to people who have been educated in these schools. Schools cannot create genius, but they can educe it. Flaxman arose without Schools of Art; but Schools of Art are calculated to bring out many Flaxmans, and are doing so. A genius or two every 20 years is a successful result, I think. Not to speak vaguely in this case, I would say, that there is Mr. Armstead, who was I believe educated in these schools. He is one of the first modellers for metal work in the country, and, I am told, is now about to be employed in a most important work, which is to cost thousands of pounds, and that is, in modelling for the Prince Consort's memorial. I will take another case: I could mention several. Sheffield has produced some of the most distinguished designers for metal work that, I believe, there are now in Europe; I will mention particularly Mr. Godfrey Sykes, who, I think, has produced works that will make a mark upon English ornament that will be known for centuries. (Mr. Redgrave.) There are two others who might be named, I think; Holford House is now being decorated by two students from the schools, one being Mr. Fox and the other Mr. Morgan, who was brought up in the Norwich School before he came to the Treasury School; they are conducting the decoration of that house.

585. (To Mr. | Cole,) If Messrs. Hunt and Roskell, and others still retain foreign artists, you consider that that is rather one of the vestiges of the old system which is passing away than the present system? Certainly; I think there can be no objection to foreign artists being employed. they can beat English ones, of course they ought to be; but I think it is shown by the returns of the manufacturers which I noticed in my evidence

at the last sitting, that persons educated in Schools of Design and Schools of Art are being extensively employed in the various parts of the manufactures of this country, either in designing or executing. There are some branches of manufacture in this country which require a kind of Art which various politico-economical circumstances affect more than anything else; the question of calico printing, for instance. It is not, as far as I can form an opinion, the interest of this country at this time to produce the very highest form of calico printing: the commercial interests of this country are to produce very large quantities of excellent goods at a certain price, and the fine calico printing which prevailed perhaps 50 or 60 years ago, when many blocks were printed upon a fabric, hardly exists now at all. What is now done is done by machinery, and at a cheap rate. The most tasteful, and costly fabrics in that branch of manufacture, I believe, are produced abroad. Switzerland and France, in fact, supply the markets of the world. It is not anybody's interest to compete with them, the wearers of this kind of garment being suffi-ciently supplied from abroad. That is a class of manufactures nearly related to the manufactures of this country, which, it may be supposed, are, or ought to be, affected by our Schools of Design; but really it is hardly possible that they can be influenced by our Schools of Design. Unless commercial principles are altered, I do not see how they are to be so influenced.
586. (To Mr. Redgrave.) Have any artists of a

very high order sprung up from these Schools of Design?-We have just named some. Of course the students will pursue the branches which are most remunerative, and at the rate at which the Arts are paid now, it is their interest to devote themselves to Fine Art rather than to manufac-

587. Mr. Tite.] (To Mr. Cole.) With respect to those historical pictures which it is suggested were painted by pupils of your school in the anteroom of the House of Lords, how were they executed and paid for, and who was employed upon them?—The series of pictures was produced under the direction of Mr. Burchett, the master of the training school at Kensington, and they were paid for by the Office of Works.

588, And those employed in painting them were paid their fair proportion of their labour?—

I believe so.

589. Mr. Burchett having superintended the work?-He made the designs, and generally superintended the execution, and paid the students who assisted him. It was an arrangement between him and the students.

The Rev. ROBERT GREGORY, called in; and Examined.

690. Chairman. I THINK you are the Chairman of the Committee of the School of Art in South Lambeth?—At Lambeth.

691. How long has that Lambeth school been in existence?—It was opened in December 1854. 92. Have you been Chairman of the Com-

mittee ever since?-From the beginning.

593. Can you state generally what has been the history of the school, whether it has been successful or not?—The history of the school has been one of progressive increase since it

commenced. I am sorry to say our early treasurer is dead, and we have not got the records of the first two or three years; but, in 1857-8, the income of the school was 52 l., the next year it rose to 89 l., the third to 101 l., in the fourth it remained the same. We then used rooms temporarily fitted up, and we had arrived at the limit of our accommodation. After that we built new rooms; and the same class, in 1861-2, produced 138 l., and in 1862-3, 152 l., and in six months of 1863-4, 1031. Besides that we have had ladies'

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classes, which have produced 45 l. the first year, 601. the second, and 461. in the six months of the

594. What class of students is it that attend? The class of students that attend the evening school, is composed almost exclusively of artizans. I have here a list of their occupations; there are 8 architects' clerks, 20 builders, 7 bricklayers, 27 carpenters and joiners, 32 engineers, and so on.

595. What assistance have you had from the Department?—The assistance we have had from the Department has been that it has always virtually paid our master; we have never been

responsible for a shilling of his salary.
596. That is to say, by means of the certificate money?-By means of the certificate money, and certain payments for results that there have always been in connexion with the Department. The master received a payment last year of 40 l. for four certificates, and 32 l. for eight prize students, and 16 l. 11 s. for teaching parochial

schools and pupil teachers.

597. Have you had the same master throughout?—We had several changes before we fairly got the school afloat; but Mr. Sparkes has been with us the larger part of the time. I do not call to memory the exact year when he came; but for the whole of the time to which my figures apply, he has been with us. Besides that we have had from the Department three pupil-teachers, paid 20 l. a year each; that is, 60 l., and 11 l. for prize students; 40 l. for four certificates for our modelling master, and we received 11 s. 10 d. towards the purchase of examples last year. There is another master, Mr. Campbell, who is entirely paid by the Department, to whom we pay nothing. I do not know what he

598. Mr. Tite.] I suppose he is a pupil-teacher?—I think he is a passed training

599. Chairman.] Is he one of the training masters who are sent out by the Normal School? -He is from South Kensington. Besides those sums which I have mentioned, we have had 11 l. 10 s. to spend in material on account of 23 local medals.

600. Have you added up the total amount that assistance? - Yes; it amounts to 211 l. 12s. 10 d.

601. How many students had you last year in the School of Art?-372.

602. Have you had any assistance from the Department in the way of a building grant?— Yes; when our school had reached the limit to which it was possible to carry it in the old buildings, which were the National Schools fitted up for evening classes, we commenced building, and we had the help of one-fourth upon the building I have here the account (producing account. the same).

603. I see that you received 285 l. 12 s. 2 d. out of 1,540 l.?—Yes; for the building grant, that is, 25 per cent, upon the expenditure,

except that for the site.

604. I see in the account of your receipts the proceeds of a conversazione at the South Kensington Museum, was that conversazione held by leave of the Department ?-Yes.

605. Did they give you any assistance towards it?-Mr. Cole very kindly and very efficiently helped it.

606. Mr. Adderley.] What is the date of the building grant?—In 1860, I think.
607. Chairman.] What kind of assistance do

you receive; do you mean that the Museum w thrown open to you gratuitously ?-Yes; we ha not to pay for the gas, and Mr. Cole, or his in fluence, sold the larger part of the tickets the were sold.

608. Then, in fact, you had no payment the

to make?—None whatever.

609. Do you consider that you could have started your school without direct assistance from the Department?—It would have been impos

610. Why?-Because no one would then now undertake the responsibility of being and swerable for any portion of the funds that would be required; and if I may refer to an answer Mr. Cole's, the fact of the Government being able to squeeze us upon the examination, by raising the standard every year, would render it utterly hopeless for the treasurer of a local school to undertake any responsibilities.

611. What part of your present expenditure do you think is defrayed by the Government grant, and what part do you consider falls upon your own subscriptions or fees?—The Govern ment provides the master for us. The living teaching the Government provides for us, and we

find the room and the material.

612. When you say that the Government provides the master, I suppose that the master has a share of the fees also, has he not?—He has a quarter of the sums received for the evening classes, and three-quarters of the sums received for the morning classes.

613. And the remaining part of the sums received in fees goes to the general expenses of the school?—Yes, they just pay the general expenses; we have no subscription, and have no

had for seven years.

614. Had you subscriptions, in the first in stance?—Yes, just to start the school.

615. Would there be a difficulty in getting subscriptions?—It would be impossible.

616. Mr. Adderley.] Why?—We are all poor. We have National schools that cost more than 800 l. a-year, and the whole amount of regular annual subscriptions for those schools is 30 l; nearly every responsibility in the parish falls upon myself.

617. Chairman.] Do you discern a very beneficial effect upon your parish from the establishment of the School of Art?—I think it has a good moral influence. The cause for which we established the school was, that we had a very great number of artizans, and we wished to find them useful and profitable employment for their

618. Apart from the alteration which has recently been made, have you found that the system upon which the Department have conducted the metropolitan schools, or the relations in which they have stood to those schools, have been satisfactory?—In most respects. In some points they are very much open to improve

619. Will you state whether you have any complaint, and, if so, what complaints to make with regard to the action of the Department, without reference now to the new Minutes?-First of all, with regard to the number of medals the limitation is 30 to each school, and not more

than three in the same class; when, therefore, two years ago, we took 28 medals, we had all but arrived at the extent to which we could go. Our pupils are now half as numerous again, and more advanced, and there is no chance of their getting more medals. To show the operation of this by the modelling class in it, that we have an average attendance of 10, whilst there are 16 who pay in that class; of that number five obtained medals last year; the 16 men got five medals, leaving only the possibility of 25 to be gained by the rest of the school.

620. What proportion of your medals have been gained by artizans, and what by other classes. They have almost all been gained by artizins; our school is almost exclusively an

artizan school.

621. What is your complaint then exactly; is it that you think that a larger number of medals ought to be allowed to a school than 30?-I will take an instance. We have a class of 32 engineers. Say there are three who, if they try, are certain to get the medals, then, the number being limited to three, the other 29 think it is not worth their while to try.

622. Then you think the number being limited is a discouragement to the students?—

An absolute discouragement.

623. Mr. Adderley] Would you have it unlimited ?-I would have it unlimited, excepting

by a standard.

621. Chairman.] Have you any other com-laints to make?—I would take another case to illustrate the way in which the mode of examination operates. Mr. Solomon Hart examined our school two years ago, and he showed me eight drawings competing for one medal. He said, "Everyone of these drawings well deserves a medal, they are so equal that I cannot possibly say which is the best, and therefore I shall give a medal to none."

625. Did the school lose the medal by that?-He allowed us to appeal to South Kensington,

and South Kensington gave us the medal.
626. Is it your idea that, supposing the payments upon certificates had been continued, an unlimited number of students ought to have been allowed to gain medals if they came up to a certain standard, and to receive payment upon them, or that the school ought to receive payment upon them ?-It should either have been in that way, or the standard should have been so raised as to disqualify a larger number as coming below that

627. That being your opinion of what should have been done under the old system, perhaps I need not ask whether you do not think, a fortiori, that it should be done under the new system?-A school with 20 students, if the same student could take more than one medal, might earn the whole 30, and, therefore, it might earn the whole money which the Government proposes to give. It might earn as much as a school with 200

628. So that, as far as payment by results is concerned, a larger school may not be able to cam more than a smaller school, though it may need help more?—Yes.

629. Have you anything more to say with regard to the old system?—With regard to the old system of examination, we had a very great complaint last year. Mr. Crowe was appointed as the examiner, and we found fault with him on 0,53.

both sides, quite as much for the medals that he gave, as for the medals that he refused to give. I think I may truly say that the students gained the prizes were ashamed of their position.

and those who were refused were proud of theirs.
630. Mr. Tite.] Who is Mr. Crowe?—He is one of the Inspectors of the Department.

631. Chairman.] Will you mention what the circumstances of the last year's inspection were? Mr Crowe came and looked through the school. The first thing that struck us a little with dismay, as our's is a district where there are a great many engineers, was his absolute refusal to recognize engineering drawings as works of Art.

632. Did he not assign any medals to the engineering drawing?—He refused entirely to look at them. We appealed to South Kensington, and got some medals; but it was only on

appeal that we got it rectified.

633. So far as the Inspector went he did not award any medal upon engineering drawings?-

634. Mr. Tite.] He did, not recognize them as

works of Art, you say?—No.
635. Chairman.] The engineering drawing is part of the course prescribed by the Department, is it not?—Yes, and it is locally most important to us, inasmuch as we have many engineers from Maudsley's and other large engineers.

636. Will you state what number of persons connected with engineering are in the schools ?-There are 32 directly employed as engineers, and there are some others less directly connected with it; there are 66 teachers; there are five modellers; they might or might not be connected with

Maudsley

637. What effect has that decision had upon the school; has it had any effect upon the competition for this year? — Nearly, if not quite, all the students refused to try for any medals this year, until they were assured by the master that the same, Inspector never came two years in succession. I ought to say that when this year came, he was appointed contrary to rule. The facts about his appointment were these: -I received a letter from the Department, naming a day for the examination of the school. I wrote back to state that the school and the National school, which they borrow from us, would be at their disposal, and intimated the wish that we might not have the same Inspector that we had the previous year. In reply to that I had this answer from the Department; "I am directed by the Lords of the Privy Council on Education to acknowledge the receipt of your letter of the 22d of February, and to state that its contents have been duly considered. I am to inform you that Mr. Wylde has been instructed to conduct the examination of the students and the school children, and that Mr. Crowe will award the medals." Mr. Crowe being the objectionable Inspector, my reply was, -"The Committee of this school are much surprised and disappointed with the contents of your letter of the 5th. Last year, when we expressed to Mr. Crowe our deep dissatisfaction with his award, he said that even if he was wrong it would all come right on an average, for the same master was never appointed to examine for two successive years. On the strength of this we have assured the students that they would have a different examiner; and if we had not, we believe F 4+

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there would have been scarcely a drawing prepared for examination. We are now told that the same examiner will be sent. If this be intended to teach the Committees of local schools that they are to express no opinions concerning the Central Department, we feel assured that no gentlemen will be found to interest themselves in the spread of Art studies in their respective neighbourhoods, and that all local schools must soon be closed. I would remind you that, in point of numbers, ours is the largest Metropolitan school, and that its class of artizans is far greater than in any other school." Then every student who had tried for a medal signed the following protest: "We, the undersigned students of the Lambeth School of Art, who are in the medal competition this year, remember with great dissatisfaction the unsatisfactory nature of the award of medals in the school last year; and, having heard from our Chairman that the same Inspector is to judge our works again this year, we beg most respectfully to protest against such an arrangement, believing it to be highly injurious to the school. The students would not have gone into the competition again this year, but for the assurance from our head-master that the same Inspector never came to the same school twice in succession. If the Secretary of the Science and Art Department will take this matter into consideration, the stu-dents will be greatly obliged, and beg to sign themselves his obedient servants." That was signed by every one of the competitors for the medal.

638. Chairman.] Was any answer given to that?—The answer was, "I am directed to acknowledge the receipt of your letter of the 7th instant, and in reply, to state that it will be inconvenient to send any other Inspector than the one already named, to Lambeth; but that, if the Committee prefer it, the works of the students may be sent to this Department to be examined for medals under the regulations laid down in the enclosed circular. I am to request an immediate reply to this communication." The circular accompanying it was one for the new Minutes, and we therefore accepted it, subject to its not bringing us under the new Code. That award of prizes has taken place, but the master was excluded from being present at the award; he would have had a right to be present under the old Minutes.

639. Was there anything else in that inspection which gave dissatisfaction besides passing over the mechanical drawings?—The drawings that received medals we thought very far from the best. I may refer to one particularly: there was a head, by a modeller, that was afterwards bought from him by a seller of models, and had a considerable sale amongst Art students, and that was not noticed.

640. How was the inspection conducted; was not it conducted by the master of the school in conjunction with the Inspector?—The master of the school was there, and protested against every decision, or nearly so.

641. But his protests were overruled by the Inspector?—Yes, in every case; and the Committee at the time objected to sending the selected drawings for competition for the National medallion to Kensington, because we felt that he had chosen some of the inferior productions, and that our school would be disgraced by their exhibition.

642. Have you ever had any complaints to you by the Department of your master's tems of teaching?—Upon one occasion we have the correspondence about it here.

643. What is the date?—The 26th of 1862: "I am directed to inform you that Inspector has examined the casts which been purchased by the Committee of the Lam School of Art, and has reported to the Departm that they are sufficiently good for the usual groto be made towards their cost. He further st that, during his visit, the morning ladies' class at work, some of them drawing from the bearded model, and others from plaster busts from the flat. Nearly all of these students working far in advance of their capabilities, the master should be urged to require proof greater power of drawing from the stude before allowing them to work in the life of since real advance in Art depends greatly upoprogressive course of instruction. The Depment would also call the attention of the Course of the mittee to the fact, that the tables used are no a satisfactory construction, nor fitted to give greatest amount of accommodation which the of the room could afford, which is important that the school is filled with students in the ening. I am further to add, that the Inspec found Mr. G. M. Atkinson in charge of the cowing to the illness of the master." Thereup I wrote to the master. I will read my letter him: "Thanks for your letter, which will en me to answer the Secretary. The Commit had never alluded to the subject of the manner the teaching of the class, and it seems to m most unnecessary intermeddling to send a strictures. I think you are quite right in plan you pursue, and I am quite prepared uphold it. I am very glad to hear that you better. When you are not at the school, I always satisfied there is a very sufficient reason. Then there is the master's defence.

644. What was the substance of the mast defence?—That, in his opinion, the course was pursuing was exactly fitted for his clabesides that, it was a morning class, and there a private class of his own, and not subject to interference of the Department.

645. Is your objection to the interference the Department upon that occasion, an object of principle to their interfering with the morn class, or an objection of detail as to their interfering with a master who was really conduct the school well?—The master objects because was a private class; besides that, I should object because I think he was conducting the schwell; if he had followed their plan, the schwould have been worse taught.

646. Do you think it can be maintained the morning class is a private class, with the direct of which the Department can have no right interfere?—I do not think so myself; because their drawings are admitted to competition South Kensington, I do not think it can maintained to be an absolutely private class.

647. Might it not, unless it were under regulation, operate as an undue interference rivate teachers?—It might

private teachers?—It might.
648. With regard to your master's style teaching, is it the case that your works general have been approved or disapproved; and especially, I would say, your works in the figure class—They have been very much approved;

school is considered to be one of the most suc-

cessful there is.

649. With regard to works in the figure class, have shey been specially approved ?- They have been very much approved. I believe they have been carried further than in most schools.

650. With regard to the new Minutes, will you state your opinion of them?—I think that the new Minute essentially alters the relation of the Department to the school, and that it is a direct breach of faith with us.

651. You appear to consider it a breach of faith with the Committee, and not with the master only?—Yes, with the Committee.

652. In what respect is it a breach of faith with the Committee?—Under the old system, we were only responsible for the attendant and the lighting, and the ordinary expenses of that descrip-tion. Under the new Minute we must either tion. Under the new Minute we must either give the master a salary or he must starve till

we know what the results are.
653. When are the results ascertained; at the end of the year, are they not?-Not till the end

of the year,

654. In the meantime the master must live, I

suppose?-Yes, he must live.

655. What proportion of his income would be derived from fees?-It entirely depends upon the success of the school. In the first year that I have here, he received 13 l. for fees; last year he received 89 l. for fees.

656. Therefore, the difficulty would be always greater in a new school than in one established and become successful, I suppose ?- Truly; but every school is liable to a change of master and a

change in popular favour.
657. Therefore it is necessary that the Local Committee should make itself responsible for a certain time to the master, to secure him a livelihood?-He could not undertake the school without that.

658. What effect do you suppose that these new Minutes will practically have upon your What effect do you suppose that these school?—That the first time the school becomes unpopular, the school will be permanently closed. I see no local resources from which, even temporarily, we could hope to keep a school of this kind supported.

659. Have you any branch schools connected with yours?—We have just founded one, and we should have been glad to have founded two more if we had had facilities for it. We have sent a master to Clapham within the last few weeks.

660. Do you find any difficulty in the establishment of branch schools?—There is nothing elastic in the Minutes that would give us a natural claim to treat a branch school as a part of our own school.

661. How many parochial or National Schools have you in connexion with the School of Art?

We are compelled to have a considerable numher of schools in order to obtain the requisite number of children for the pupil teachers, whom we require for evening tuition; and, therefore, we take the schools, and teach or inspect them, but receive no payment in most cases. The whole sum that we receive for teaching National Schools is 20 l., of which we pay 10 l. for a school of our own. We have 2,960 parochial children taught, and we had at first a good many National schoolmasters and schoolmistresses; but " hen the result of the advantage that they were to receive under the Revised Code was discovered,

they all fled. We have 12 schools, with 2,960 children in them, and the Government grant was 9 l. 14s. last year for the 12 masters teaching them.

662. Are there any points that you think it specially desirable to bring under the notice of the Committee?-First, that as one great cause of the alteration is said to be the expense of these schools, the whole expense of the Art Schools should be a thing by itself, with a separate grant from the Government, instead of being included in the South Kensington grant.

663. Do you mean to say that there should be a separate vote taken from Parliament for the maintenance of Art Schools throughout the kingdom, which should be entirely separate from the maintenance of the Museum and other establishments at South Kensington?—Yes; it should be taken as a separate vote. The cost of all the Schools of Art, according to the return presented to Parliament, seems to have been under 12,000 l., and as 97,000 l. is voted for the purpose, they seem to be much more costly than they really

664. Mr. Adderley.] You are aware that they are separated in the return presented to Parlialiament as a matter of account, although the whole sum is voted together? Yes; but a sum of 16,000 l. is voted for the models, and things of that sort, that go to South Kensington, and can only be seen there; they are not circulated.

665. Chairman.] Is it the case that they are

not circulated. Are you aware that the department professes to circulate them among the Local Schools?—I am aware that they do, but I have heard that every school which has recently had them, has said that they were so expensive that they never wished to have them again.

666. Are you speaking of the travelling museum?—I am speaking of the travelling museum.

667. You of course have never had the travelling museum?-No.

668. Have you been in the habit of borrowing Works of Art from the South Kensington Museum?—Not to any extent; I believe we have borrowed a few.

669. Have you borrowed books?—The masters

may have done so. I am not aware of it.
670. Have your students made any use of the museum by visiting it?—To a very limited extent, so far as we can ascertain. But to sum up the grievances inflicted by the new code, the special one is that it alters our responsibility, and compels us either to raise a sum by private subscription, which we fear we cannot, or to close the school whenever a period of adversity may

come upon us.
671. To what extent does it alter your responsibility; to any beyond the 40 l. a year?— To the extent of 40 l. to the master, and 40 l. to the modelling master, who, I believe, is about to leave us, and the class is to be closed after the 30th of June. As the potteries in our neighbourhood are rather extensive, that is of importance, that is 40 l. to the head master, and 40 l. to the modelling master; then, Mr. Campbell may be withdrawn, and three pupil teachers who get 201.

each; that will be 140 l. a year.
672. Will the pupil teachers continue?—If they do, it will be upon the result of the fees.

673. There is no provision, under the new G + system.

Rev. R. Gregory.

Rev. R. Gregory.

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system, for pupil teachers at all, is there?—None whatever.

674. In place of them are substituted the local scholars?—Yes; and if we take schools for them to teach, it must be without receiving any payment from the schools themselves.

675. How, and at what periods, are the local scholars to be paid?—They talk of 6 d. for each child taught.

676. Are they to be paid once a year?—I

presume so.

677. Mr. Adderley.] You state that the general result of the Minute would be, if your school became unpopular, that it would fail?—Yes.

678. Supposing that it did not become unpopular, can you calculate the receipts, if it were thriving?—I fear it cannot go much higher than it is, for our rooms are full.

679. Have you calculated what the result of payment by examination would be, as compared with the present payments?—No; I have not

gone into that at all, because I felt that the new altered the responsibility, and we had not deep what to do under the changed circumstances.

680. Can you do so, taking the average what you are likely to receive?—I will do so should like to say that we feel it a great grieval that we are absolutely limited to a fee of 2s, the artizan class. If we had the power of tending it to another 6d., it would double withe master now receives; the school would content to receive 1s. 6d., and would add extra amount to the master's income; the school be no limit, whatever, I think, beyond general one, that the fee should be within reof artizans.

681. Chairman.] Do you think the same of students who now come paying the 2, month, would be willing to pay more?—[] would pay 2 s. 6 d. or 3 s.

would pay 2s. 6d. or 3s.
682. Do you think the same class of n would pay as much as that?—Yes; I think 80

Lunæ, 18° die Aprilis, 1864.

MEMBERS PRESENT;

Mr. Adderley. Mr. Bazley. Mr. Cave.

Mr. Edward Egerton. Mr. Crum-Ewing. Mr. William Ewart.

Mr. Gregson.

Mr. Maguire. Mr. Arthur Mills. Sir Stafford Northcote. Mr. Potter.

Mr. Tite. Mr. Trefusis.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

The Rev. ROBERT GREGORY, called in; and further Examined.

683. Mr. Adderley.] AT the end of the last day's evidence I asked you whether you could give the Committee an estimate of what your School of Art would probably receive under the new Minute; can you furnish that estimate?—
The master has made those estimates, and as he is so much more deeply versed in the minutiæ of the new code than I am, perhaps the answer might come from him.

684. To what extent are the School of Art and the National School in Lambeth connected? -No further than any other National School would be connected with a School of Art, except that we lend them one room in the evening.

685. When you say "we," you mean the National School?—We, the National School, lend an additional room to the School of Art, because its present room is not large enough.

686. So that the School of Art is held in part of the premises of the National School?—Yes;

plus a building of its own.

687. Is that building of its own joined on to the National School?—It is quite close to it.

688. Is it a separate building?—It is a separate building entirely.

689. Is any part of the fees of the School of Art applied to the benefit of the National School?

-Not a farthing, and never has been.

690. Are separate accounts of the expenses of management kept?—There are separate accounts and separate committees of management; the two

schools are entirely separate.
691. Would you state what the present expenditure of the School of Art is in relation to its income; which way is the balance?—We have generally a few pounds to debit; about 5 l. or 6 l.;

we nearly balance every year.
692. Is the balance carried on to the School of Art?—It is all carried on to the School of Art

every year, whichever way it is.
693. The two schools are kept wholly separate?-Entirely separate; there is not the least connexion of any sort or kind between them.

694. Does the School of Art pay any rent to

the National School?-No.

695. Then the National School gives the School of Art a room rent free?-Yes; and what is more, we have a teacher from the School of Art, so that the National School helps the School of Art. We pay 101. a year for that teaching, under the clause which requires the payment of 5 l. a year for one

lesson a week; so that really the School of Art is under great obligation to the National School, R. Gregory. and the National School is under none whatever to the School of Art.

696. The obligation is to the extent of the rent of the room?—Yes; the rent of the room, and

doing the best we can with our pupils for them.
697. Does the master of the School of Art at present complain of his remuneration as inadequate?-He thinks it very insufficient.

698. Will you state what proportion of the fees paid by the Art students are received by the master?—The master receives a quarter of the fees of the evening classes, and three-quarters of those of the morning classes.

699. You were asked, generally, by the Honourable Chairman, on the last occasion, what you expected to be the results of the new Minute, and your answer was, that if the school became unpopular it would fail; supposing it had not become unpopular, what is your general impression of the result of the new Minute?—The new Minute so entirely changes our responsibility that it is a little difficult to say until we have realised the fact that we must have that responsibility. We were induced to open a School of Art, from the consideration that our responsibility was a limited one, and that if we found a room in which the pupils could be taught, and were responsible for the necessary outgoings, we should have no responsibility whatever with respect to masters' salaries. Under the New Code we are as responsible to find the master a maintenance, and the pupil teachers something to live upon, as we are for the National Schools.

700. What was the meaning of your expression, "If the school became unpopular;" why should the new Minute render it unpopular?-Whenever there is a change of masters we must look for a large loss of pupils; all schools fluctuate, particularly in a poor neighbourhood like ours, and with such a fluctuating population as

we have.
701. Your general idea was, that the teaching should be provided by the Government, and the room and material by yourselves?—Yes; that was the inducement for us to open a school; under any other conditions we should never have opened the school; therefore we complain of being placed in a position that, if we had contemplated

Rev. templated it from the first, we should never have R. Gregory. opened the school.

18 April 1864. 702. Do not you think that the new Minute will tend to stimulate the masters?—I think the masters do all they can at present, and therefore no stimulus is required.

703. Does the master at present consider himself your servant, or does he in any way consider himself the servant of the public department?—He was nominally appointed by us, and therefore, so far, he considers himself our servant. I may say that a better master it is impossible for a school to have, and the success and efficiency of the school have been entirely owing to his very great exertions.

704. Mr. Edward Egerton.] If I rightly understand you, you prefer the payment by certificate?

-Yes, very much.

705. With regard to the medals, do you see any objection to other pupils receiving medals besides the artizans?—I should have thought it was most desirable that they should do so.

706. I believe the number of medals was always limited to 30?—Always; so that a school with 20 efficient pupils could get all the medals which any school, however large, could obtain.

707. Have you ever gained the full number of 30 medals in your school?—No; we gained

28 two years ago.

708. You are not able to state the effect, under this new Minute, of excluding all but the artizans, I suppose?—The master is preparing that statement now; we only got our award on Saturday night.

709. What class of young men attend your schools?—Almost entirely the mechanical class.

710. They would come under the head of artizans, I suppose?—Yes; we have, I believe, by far the largest class of artizans of any school in the country; I will hand in a list of our pupils. (The same was delivered in.—Vide Appendix.)

711. Have you heard any complaints among the students themselves of this new regulation, as regards the medals being limited to the artizan class?—I cannot say that I have heard complaints.

712. Do many of your students attend the central school at Kensington?—Scarcely any.

713. Can you state any reason why they do not?—Artizans who are employed all day find it a difficult matter to walk three miles to an exhibition in the evening, and they do not seem to take any interest in it or care to go and see it.

714. Are any special inducements held out to those students who attend the central school at Kensington, from other schools, in the shape of prizes?—There are small exhibitions to enable students to be taught there, I believe.

715. There is no special inducement, except an exhibition being given?—I think not.

716. I understand the general bulk of your evidence to be in favour of the old Minute as opposed to this present system?—Decidedly.

717. Have you any ground of dissatisfaction

with the old Minute? - Several.

718. Will you state, as fully as possible, the grounds of objection you have to the old Minute?

—The limitation in the number of medals is the first.

719. That is common to both, is it not?—That is common to both; the second, which is also common to both, is the limitation of the fee which may be received from students in the evening classes to 2s.; we think the managers are much

the best judges in their own neighbourhoods how much the fee should be.

720. Do I understand that you would allow any sum to be named which was thought to be abbest amount to name by the managers of school anywhere?—Yes, with the same provision as is made for the National Schools, that the feasiball be fairly within the reach of the artizaclass.

721. So as to exclude too high a payment, fact?—So as to exclude too high a payment.

722. Both those objections are common to b_0 the old and the new system, are they not?—The are common to both systems.

723. Will you state any particular objection to the old system?—I will give another objection, which is common to both, and that is the way in which pupil teachers, or local scholar are appointed.

724. Have any objections to the old system been removed by this new Minute?—None whatever, but several fresh ones have been added.

725. The objections which you have stated hitherto are common to both systems?—Yea As to the appointment of pupil teachers under the old system or of local scholars under the new system, the number is settled by the number poor children taught. We really want the pupil teachers on account of the number students in our large evening classes—we there fore have to tout through all the schools in the neighbourhood to induce them to have their chil. dren taught drawing in order to secure a sufficient number of pupil teachers for our evening school and I am satisfied, from my own experience, that the children at those day schools might be taugh in a much less expensive and more efficiently by the teachers of their own schools. Perhaps the Committee remember that there was an old Government Minute by which masters who ob tained a certain drawing certificate received a sun from Government and were not required to teach; that was a mistake; all who have obtained that certificate are clearly qualified to teach their own pupils, and their own pupils would in many cases be better taught by them than by anybody else,

726. Do you anticipate any objection on the part of those persons to teach drawing?—Not the least, if they have the slightest inducement.

727. There would be no difficulty in obtaining the instruction from them?—Not the least; until the new revised code of education for our ordinary schools came out we had a considerable number of young teachers beginning to qualify themselves, because they thought there was a prospect of their getting something for teaching Art, but when the teachers of 12 schools, with 2,960 parochial children taught in them, found that they had but 91.14s. to divide among them, the whole class collapsed.

728. Are you speaking of your own parish?—I am speaking of my own neighbourhood and of those who were taught at our school. We had, at the beginning of the year, 52 teachers and pupil teachers under instruction. We have now five, for every one of whom I pay.

729. Is there any other objection common to both systems?—I may mention the want of facilities for commencing branch schools at the outskirts of the district taught by our school.

730. Would you explain that to the Committee; some change has been made with respect to branch schools, has there not?—We had no facilities before, and we have none now.

731. Chairman.]

731. Chairman.] Do you consider that the effect of doing away with the certificate payment, and making the payment depend entirely upon results, has rendered the opening of branch schools more difficult than before?—Possibly; if I might venture to suggest a remedy, I think if we were allowed an additional pupil teacher for every branch school, opened in a suitable place, we should have no difficulty whatever in establishing several branch schools.

732. Mr. Edward Egerton.] Is there any other objection which you can name?-None

that is common to both systems.

733. Now, will you take the new class of objection?—That the new Minute entirely changes the responsibility with respect to the payment of the teacher; that is the special objection; I have named it before.

784. Have you any further objection?—I think not, or at least none but what are rather artistic questions, which the master will be able

to go into much better than I can.

35. Do you not think that there ought to be a difference in the class of teaching for the different schools throughout England—surely Coventry cannot want the same kind of teaching as Birmingham; the one being in the ribbon trade, and the other in the hardware? I should have thought there might have been considerable differences in the schools with advantage.

736. With respect to Lambeth, what class of men do you have particularly ?- Engineers and carpenters, and men in similar employments, form

the majority of our schools.

Is that from the proximity of the Messrs. Maudsley's?—Yes, and Messrs. Easton's and

others.

38. Mr. Adderley.] How does that characterize the study of the School of Art?-We have a piece of machinery for them to copy; if there were more inducements for them to take medals, in subjects of that description, many of our students would try for them; but the iron rule which does not allow of more than three medals being given in one subject militates against the greater part of our students even trying for medals.

739. Mr. Edward Egerton.] I suppose the engineers would turn their attention to iron castings, and things connected with iron ?-Yes;

and solid substantial ironwork.

740. Do you give any instructions in art, as applied to silk and lace?—No, not even in free hand drawing, which is almost against the rules

of the Department, but they will not learn it. 741. Mr. Cave.] You mean to say that you give them instruction in the component parts of machinery, independently of designs in iron-work?—Yes, we have a machine for them to copy; the sort of thing they would have to do in their trade.

742. That is not as a work of art, so much as to teach them what the real working tools of the trade are ?-Yes, to enable them to make working drawings in their own peculiar trades.

743. You give them no opportunity of showing their talent in fresh designs; it is a totally different thing?—Yes; I do not think that has been done.

744. You teach them in fact as they would be taught as apprentices in an engineer's workshop?

-Precisely.

745. You have stated that one of your great objections to the new code, is that it throws upon you the responsibility of the master's pay?—Yes. 0.53.

746. Is it not convenient, generally, that the master should be responsible entirely to the managers of the school?—I think in a case like an Art School there is no great advantage in it.

747. In the National schools we know that the managers prefer having the master entirely under them; but you think that this advantage does not extend to art schools?—Not in the least.

748. What is the difference?—The National schools are primarily, in the eyes of the clergy, religious schools; they are intended to discipline and teach our children religion as far as we can accomplish it, that is the attraction which induces us to manage the school. With regard to Art schools obviously religion can have no influence whatever in them; if, therefore, our master is a moral and respectable man, beyond that we wish to have no interference.

749. Speaking of branch schools, is your district of a very wide area?—Of a very small area.

750. Then what would be the advantage of a branch school; could not all the inhabitants who wished to study come into the central school?-Our school teaches young men from the neighbourhood of Croydon, eight or nine miles off; and we find, after a time, that the number of youths coming from a great distance would form a sufficiently good class if we could establish a school at some little distance; such an one may tried, say at Clapham, three or four miles off.

751. Without any reference whatever to the parochial district?—Without reference to the parochial district.

752. With regard to the artizan class, you say that they would give from 2s. 6d. to 3s. a-month

readily?—Yes.

753. Supposing that was the fee, would it have the effect of excluding any who now come?—I think not; if we found it did, there would be always a fund at hand to pay the difference.

754. Then you would assimilate your practice to that of the managers of some National schools who pay part of the fee by subscription, if they think it necessary ?- The managers would make some arrangements among themselves to meet any small difference.

755. Did I rightly understand you to say that you had been at any expense in providing a room for this school under the old Minute?-We built

a school which cost nearly 1,500 l.

756. That was in addition to the National schoolroom which was given rent free?—Quite so.

757. Mr. Gregson.] You stated, did you not, in answer to Question 596, that the master of your school received various sums, amounting together to 88 l. 11 s.?—Yes.

758. What would the master receive under the new system?—The particulars will be given to you by Mr. Sparkes, the master. I have not carried them out, but I might call attention to the fact that the whole of these amounts, or a large part of them, might be fairly called results.

759. The various sums added together make 881. 11 s., do they not?-Yes; 481. 11 s. out of that are really results, and the master's share of the fees again is really a payment on results; if he had not taught the school well the results would have been smaller.

760. Those being results, would he not receive the same, or more, under the new system?-I think he would receive less; but Mr. Sparkes will give the figures correctly.

761. In answer to Question 600, you state the G 3

Rev. R. Gregory.

Rev. R. Gregory.

total amount received by you was 211 l. 12 s. 10 d.?

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762. What would you receive under the new system?—We think less; but it is not a question of money, it is more a question of responsibility.

763. As a question of money, can you give the proportion ?- The master will be examined next,

and will give the exact sums.

764. Does not the Minute which requires a School of Art to open relations with National schools, of which you complain, tend greatly to spread a knowledge of art among the children of the lower classes?—I think the effect of it is infinitesimally small. We have had a most prosperous National school taught for two hours aweek by a master from this School of Art, but the number of students who have been transferred from that National school into the School of Art has not exceeded four or five a-year.

765. Out of what number?—200.

766. You are only commencing; would not that number increase?—We have been at work

nine years now.

767. Would not those four or five have made much less progress in drawing if they had not gone to the National school?—I think most of them would have gone to the evening class of the School of Art and learnt there irrespective of the National school.

768. Is there any drawback to taking advantage of the School of Art to instruct the National school children?-Not the least; we look upon the learning to draw as a great help to learning to write better; and this is the chief advantage arising from learning to draw in the National school

769. You think then that it does not give them

a knowledge of art to any extent, even in a most superficial way?—No, we think not; children leave school so very young.

770. Does not it give them some taste,

teach them something of art as applied to design and so on?—We think the effect is almost nil

771. Mr. Ewart.] Has the cessation of certificate system caused the abandonment of branch school?—It has not ceased with us for we received our list of prizes late on Satur night for this year; but as soon as it does ce we must close our modelling class, as it cannot supported without the teachers' certificate money and in a neighbourhood like ours, where there many potters, it is a most important class; number of students is small, but there are me prejudices to be overcome, and it must be ma years before it becomes a paying class.

772. In your list you have a number of femals have you not ?—A considerable number.

773. How many?—Thirty.

774. What are the trades of those fempupils?-Part of them are young ladies who con in the morning; the employments of the other I do not know.

775. Mr. Potter. In answer to Question 60 you stated that you had received 285 l. 12s. 2 towards the cost of your building; have you adebt upon that building?—None.

776. In case the building should not continu to be used for an Art School, have the Depar ment any security for the repayment of the money?—None whatever.

777. Could you state the amount of the proceeds of the conversazione that you had t benefit of at South Kensington?-It was a litt under 200 l.; it was in the paper which I shows to the Chairman.

Mr. JOHN SPARKES, called in; and Examined.

Mr. J. Sparkes. 778. Chairman. You are, I think, the Master of the Lambeth School of Art?—Yes.

779. How long have you been the master of that school?-I taught it when I was in the training class in 1856. I was appointed, as an independent appointment, to Lambeth in 1859, in the months of March or April, I think, of both years.

780. Have you been connected with any other School of Art?—No.

781. You were, I think, originally a student in the Royal Academy, were you not?-Yes.

782. Then, did you pass through the training

school at Kensington?-Yes.

783. Were you employed during the time you were in the training school in teaching at Lambeth, or in any other school?-In the first instance, for I think three or four months, I was employed in teaching in parochial schools, and then I was in the receipt of 20 s. a-week; but in those days, when a man was sent to teach a district Art School, he received 30s. a week, and a quarter of the fees.

784. How long were you in the training school?—I think about three years.

785. What certificates did you take?—The first certificate for drawing, the second for painting, and two certificates, called 6 a and 6 b, for mechanical drawing and architectural design.

786. What allowance did you receive upon those certificates?—£. 10 for each; that is, 40 l. a-year from the time of my appointment as an independent master at Lambeth.

787. Did you hold all those certificates at the time you were appointed to Lambeth?—Yes.

788. I think you have been in communication with a considerable number of masters of School of Art since the passing of the new Minutes?-

789. And you are generally acquainted with the feelings of the masters upon the subject those Minutes?-Yes.

790. Could you state to the Committee gene rally what the feeling of the masters is with to gard to any points, either in the general system of management or in the new Minutes partice larly?-In the first place, there seems to be bu one idea respecting the loss of the certificate money; they look upon that as an absolute bread of faith, and as a loss. In the second place, the look upon prize studentships as having been a ver valuable encouragement to the schools, the is now lost to them. They look upon the loss the Art pupil teacher receiving a fixed payment of 201. a year, and the substitution of local scholars receiving a conditional payment of 25 a-year as a bad change. They find that they will have to teach a large proportion of parochis schools for nothing, in order to count the requisit number of poor children before they can claim local scholar; that since the new Minutes of the Privy Council have been passed they have los their class of pupil teachers at the National schools Many objections to the Department's definition an artizan are taken, as causing the masters t

e money on their work. The masters say that they find payments on results in that class are by find payments of results in that class are ry difficult to obtain; that the medal awards a few cases have been unsatisfactory; that time taken by students in preparing their medal drawings is very great, causing a loss of dar drawing a loss of ne; that there is not sufficient encouragement ered by the Department in the stages of figure and design; that the central museum is practily useless to the schools; that their incomes il be less under the new Minutes than under the old. These are the general heads of objections the system.

791. In the first place, with regard to the loss of the certificate money, did you consider that the rtificate allowance was a guaranteed source of

income ?- Absolutely so.

792. What did you consider that it depended on?-Upon certain conditions in teaching. I derstood that if I taught, or caused to be bught five poor schools, paying at the rate of per annum each, one lesson a week, and I were to teach a class of artizans three renings in the week who should pay 2s. a month; I were to send up the necessary works of my andents, as required by the Department, and if I were to fill up the annual report I should receive the 10 l. upon each of my certificates.

793. What did you consider that the certificate money was given as a consideration for?—As mpensation for the time I lost in training myalf for my certificates; a loss of three years.

794. Was the work upon which you were en-

paged in itself remunerative?—Not at all. 795. Some portion of it, I suppose, might be emunerative?—When we are preparing for our ertificates we are supposed to give our whole me to the preparation for those certificates, so that one has no opportunity of making any money, beyond that which we receive from the Departnent.

796. During the time you are working for ertificates you are, of course, unable to earn mything for yourself, but when you get the mastership of a school, do you consider that that

a place of profit?—Yes.

797. Do you consider that there is any part of our work which is not in itself profitable, but which you are compelled to undertake?—We mow there is a large part of the work which nust be unprofitable and unremunerative, and we ook upon the certificate allowances as a compenation for that.

798. What part of the work do you refer to?-The parochial teaching, the teaching of the pupil eachers in National Schools, and the teaching of

he artizan class.

799. You are required by the rules of the Department to undertake a certain amount of parochial school teaching, and also to teach a pupil eachers' class upon terms which are decidedly unremunerative?—Yes.

800. And you consider that the certificate money was given to you in consideration of that unremunerative work?—Certainly, as a compen-

sation.

801. With regard to the artizan class, were ou required to teach artizans at a rate of fees that was not in itself remunerative?-Yes.

802. You consider that the certificate money was given in part to compensate you for that teaching?—Yes, principally as a retaining fee; and, secondly, as a compensation for doing unremunerative work. 0.53.

803. Did you consider yourself to be an officer of the Government, or an officer of the Local Committee?—If possible, both. I was responsible to the Department for the character of the teaching that I gave in the school, and I was responsible to the committee for the well ordering of the

804. Supposing that the Government had been dissatisfied with you, had they any means of marking their dissatisfaction by withdrawing any advantages from you?—Yes. Certificate money has been withheld from two schools.

805. Upon what grounds?—For a failure in one of those conditions; in both cases, I believe, it was because there were not a sufficient number of poor children taught in public

806. Are you aware, from what you have heard from the masters, whether the view which you take of the certificate allowance is the view that is generally taken by them ?—I can read to the Committee extracts from letters that I have received from them, and perhaps that will answer the question better than I could answer it in any

other way. 807. Perhaps you can state generally what their view is? What I have stated is the view they take. I have one very remarkable letter, from which I should like to quote a passage; this is an extract from a letter, dated 1st September 1856, from Mr. Redgrave to Mr. Leonard Baker, the master of the Stirling School of Art. He says," As to your objections to the certificates not having any guaranteed value, I cannot quite understand to what you refer; it is true their value depends on the holders being engaged in teaching, otherwise the payments upon them are as certain as any other Government salaries or gratuities."

808. Did these considerations influence you at all in devoting yourself to the service of the Department ?- Entirely so; I should not have undertaken the work unless it had been for the promises

held out in the certificate grants.

809. Do you receive any direct aid from the Department in having masters in training to assist you in teaching in your school?—Yes; Lambeth is one of the schools kept open as a training ground for the masters in training at South Kensington. When I applied, two years ago, to the head master at South Kensington, for the appointment to be made of a second master, he made objection, and said that he wanted Lambeth as training ground, so that we still receive aid in that manner. I have another extract relating to certificates, which I should like to put before the Committee; it is a letter of Mr. Bacon, of Newcastle School, in Staffordshire: "I considered the certificate allowance a guaranteed source of income, because I was informed by the head master, Mr. Burchett, that each certificate would be worth between 200 l. and 300 l., that it was like insuring your life for that amount, or getting an annuity for so much money. It was to be a compensation for the work demanded by the Department of the master."

810. Mr. Edward Egerton.] What is the date of that letter?-It was written to me in answer

to my letter quite recently.

811. Mr. Adderley.] That expresses Mr. Bacon's own impression?—Yes, and his recollection of a conversation with Mr. Burchett.

812. Chairman.] Will you inform the Committee how many masters you have received

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replies from, giving answers to the same effect?-Forty-four masters have answered to that effect. One master has answered that he did not consider it a fixed payment, but he gives reasons which really make his answer go with the majority.

813. Perhaps you can state what that master's answer was ?-Yes; he says he did not consider them permanent, because he had no faith in the Department, and it was in answer to his scepticism that Mr. Redgrave wrote that letter from which I read an extract.

814. Will you tell the Committee how many masters you have sent questions to?—I sent questions to the masters of all the Schools of Art.

815. Mr. Edward Egerton.] How many are those?—I can only say roughly, for I have not added them up; many of these are branch schools, and in some schools there are second masters, but, roughly, I think there are 80 schools; I can give the exact number presently.

816. And how many answers did you receive?

-Forty-five answers to that question.

817. Mr. Adderley.] In what way do you represent all these masters? - When the new Minutes were published, the masters in training and the masters in the London Schools had a meeting, and asked me to be a member of the committee which had been formed for the purpose of endeavouring to make our case clear with the Department, that we ought not to have these new Minutes thrust upon us. I was elected secretary to that association, and in that capacity I have received these answers.

818. How many masters met at that meeting? -Without reference to the Minutes I cannot

tell; probably 18 or 20.

819. Could they then in any way be supposed to represent 80 or 90 masters of all the Schools of Art in England?-No, because that was the first meeting that was held, but after we had issued the circular then the 80 or 90 masters sent in their adherence to our committee, and they are now corresponding members, who subscribe to our expenses.

820. I understood you to say that you had only 45 answers?—That was to the single question as

to the certificates.

821. Have the 80 or 90 masters connected themselves with you in any way?-Nearly all have done so.

822. Not only by sending in their adherence to, but by payments, if I understand it rightly?-Yes, many subscribed who did not answer that

823. Who is the chairman?—We have no fixed chairman; we elect a chairman at each meeting.

824. You are the secretary?—Yes.

825. When you speak of payments upon certificates being guaranteed, can you state anything in the nature of a guarantee beyond the impression which you say existed in the minds of the different masters?—I have here some extracts

from the Department Directory.

826. Would you give the Committee the extracts which you think constitute a guarantee?-In Appendix C, page 33, of the Report of the Department for 1854, you will find these words: -"The following are the measures which the Department is empowered to take for the establishment of local schools of science and art. First, to prepare, train, and certify masters, &c., to guarantee them certain incomes for a limited time, in case the allotted portion of the fees of the students is not at first sufficient to reach the

required amount, and in addition to make fire annual payments, varying according to the

requirements."

827. What is the date of that?—1854. seems to have been the first Directory issued the Department. On page 62, it says, "The following are the stages of the course of instruc tion for proficiency in which a master may receip an annual payment from the Department of 107 for each group as long as he complies with the conditions laid down." The course is then divide into six groups, corresponding to the six certificates offered by the Department; and then goes on to say, "From this it will appear that annual gratuity of from 10 l. to 50 l., according to the character of his certificate, is the only per manent payment the teacher will receive from the Department." On page 65, it says, "The engage ment of the masters by the local committee is to determinable by three months' notice on either side." The duties of the masters are then se forth, and they are nearly the same as they an at the present time; they are substantially the

828. Was not that guarantee, which is mentioned in the first extract which you read, a spe cific guarantee for a particular purpose, which was simply temporary?—We did not think so.

829. It was not part of the first Minute, but it was a part of a second and subsequent arrange ment, when subscriptions began to fall off, and guarantee from the Public Department was made that the masters' income should not be less than 80 l.; was not it?-Yes; that we under stood was for a limited time, but the guarantee upon certificates we looked upon as permanent,

830. But the first extract which you read referred to that particular guarantee, did it not?

831. Do you suppose generally that the arrange ments and minutes of any department like this can be so permanent that any officer, coming under any Minute, can look upon that Minute as a guarantee for ever?-I accepted the office of Art master, and those 45 other masters accepted it, in the full belief that that at least would be a permanent payment. We supported that view by knowing that only about 2,100 l. was paid for certificates every year; we therefore thought that the sum would never be such a large one as to require reduction.

832. Was this the first change in your receipts from the public department?—Yes, as far as applies to certificates; the other conditional pay-

ments had been reduced.

833. Why should this particular change be more a breach of guarantee than any other?-Because of the words used in so many places; it is spoken of as a "permanent payment;" it is spoken of as a "fixed payment;" and the conditions are declared. If we fulfil those conditions, I take it we can ask for the payment. It was a contract between us and the Department.

834. You allowed that, in the first extract which you read, the guarantee was notoriously temporary?-The department seems to have had three duties; first, to prepare, train, and certify masters; secondly, to guarantee them certain incomes; and, thirdly, to pay them annual payments upon their certificates. I look upon those as three distinct propositions.

835. Chairman.] Do I understand that you object to the change of the system of payments from a system of payment upon certificates to 3

system

rstem of payment by results, without respect to he question of whether you lose or gain by it? Quite so; it is entirely a question of principle.

836. With regard to the question of loss or ain, are you able to say what is likely to be the esult to yourself of the change?—I have here ome tables of the amount that was paid to my chool; I do not say to myself, because the things re so mixed, part going to the school and part oming to me, that I cannot separate them. In tudents brought 40 *l*. more, 32 *l*. of which was aid to me, that is at the rate of 4 *l*. out of every 1; 13 children in poor schools obtained prizes, nd there were payments made to the amount of l. 19 s.

837. Mr. Tite.] You received that?—Yes, I eceived that; 29 children did not obtain a prize, ut passed in the paper, and upon them 2 s. apiece

vas paid; that brought in 2 l. 18 s.
838. Chairman.] That went also to you?— Yes. And three Art pupil teachers brought 60 l., t the rate of 20 l. each.

839. Who receives that 60 l.?—It is paid to the

pupil teachers.

840. What was your own total receipts in the year 1862 from the Department?—It seems to be 51. 17 s., including six pupil teachers of National chools, at 30 s. each for whom I received 9 l.

841. What, in that year, was your income from ees?-I have no note of that; Mr. Gregory

could better supply that.

842. Under the new system, will your receipts from the fees be different from what it was under the old system?—No; the school is increasing in ize, and as my proportion is a fixed proportion, t probably will increase also.

843. The new Minute makes no difference as to that?—No; the division of the fees is a private arrangement between myself and the Committee.

844. Comparing the amount you received from Government before the change with the amount you are likely to receive since the change, can ou give the Committee any estimate of what you will receive under the new Minutes?—I can tell what would have been paid in that year. We had a National medallion which would bring to the masters, 21. 10s.; it is paid to a masters' fund, not to the head master, nor to any particular master.

845. As I understand, you are unable to say precisely what your receipts will be, because the money will be paid under certain circumstances to a masters' fund, which will have to be divided in proportions which you do not at present know? -In proportions that have to be settled by the masters and the Committee.

846. Every year?—Or by making an arrange-

ment for all time.

847. Mr. Adderley. How many masters are there?—As many as may be appointed. I have one appointed.

848. At present then there are two?—Yes.

849. In what proportion between those two masters is it divided?—It is not settled; we have four certificates; it will be a constant source of difficulty, I am afraid.

850. Chairman. In 1862 was there any other master besides yourself?—Two masters were sent from the Department at that time. Since that time one has been permanently appointed.

851. In order to have what the total receipts of your school were in 1862, we ought to add to the 85 /. 17 s. which you received, the sum which 0.53.

the other master received, can you state what that amount was?—No; he was probably in the receipt of 30 s. a-week from the Department;

but then he was training himself.

852. What is the amount that the masters will receive under the new system for two National medallions?—In 1862, one National medallion brought 2 l. 10 s. 28 medals were taken, and 23 of them were paid on; that brought 12 medals in the extra stages brought In certain stages of figure and design, a payment of 20 s. is made. Eight medals in groups, for which I hold certificates 10 s. Eight medals each, brought 4 l. 50 second grade prizes (99 were actually taken) would bring 251; 13 children at 2 s. per head, brought 1 l. 6 s.; 19 children at 1 s. each, brought 19 s. At this time the Minute was passed by which these payments were divided between the National school masters, and the masters of Schools of Arts; four pupil teachers at 20 s., brought 4 l. If my Report is satisfactory, I shall obtain 10 l. In the opposite list I have not put the Art pupil teachers, therefore, I leave out the local scholars in this case.

853. Would you receive anything upon the

local scholars ?—No.

854. They would receive the payment them-

selves?—Yes.

855. Have you now stated the whole of the payments which you would have received in 1862, upon the new system?-Yes, the total would be 82 l. 15 s.

856. That shows, that under the new system, a payment of 82 l. 15 s. would have been made by the Department as against 85 l. 17 s. 2 d. under the old system?—Yes.

857. Can you say how much of that 82 l. 15 s. would have come to you individually; would the whole 82 l. 15 s. have had to go into the Common Masters' Fund ?-Yes, the whole of it, except the 10 l. paid to the head master for his report.

858. Therefore your receipts would have been rather considerably under the 82 l. 15 s.?—Yes; I shall be able to give you the items in 1863.

859. Can you say upon the works which have been sent in for 1863, what payment you can calculate upon ?-Yes, I will give it upon the old system: In that year there were my certificates, 40 l., the certificates to Mr. Bale, the modelling

master, 40 l.
860. Then there are two masters, having each certificates upon which they receive 40 l.?-Yes; there are also nine prize studentships, which cost the Government 45 l.; I receive 36 l.; 77 poor children at 3s. each, bring 11 l. 11s.; 55 at 2s. bring 5 l. 10 s., and I believe nine pupil teachers, at 30s. (but I am not quite certain of that item), 13 l. 10 s.; that is the whole receipt.

861. What is the total amount of it?-

£. 146 11s.

862. Will you now state what your receipt would have been under the new system?-Twenty-three medals were taken, and 16 would have been paid on; that would be 16 l.; four medals in extra stages, 41.; two medals in groups, in which I am certificated, 1 l.; 61 children at 2s., that would be 6 l. 2s.; 71 children at 1s., that would be 3 l. 11s.; 35 second-grade papers (71 were taken), 17 l. 10s.; seven pupil teachers, at 20s., 7/.; and the Report, 10l. 863. I do not quite understand how you make

out seven pupil teachers in one case, and nine in the other?-Because, under the old Minutes, I

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Mr. J. Sparkes. 18 April 1864. was paid for all the pupil teachers I had instructed in my school; under the new Minutes I have lost this payment, because the masters can obtain payments upon them, and therefore if I had mine under the old system I think it is very liberal to the Department to calculate that I should lose two.

864. Mr. Adderley.] How do you mean that you would lose them?—That out of the payments upon nine under the old system, two would be claimed by the masters of National schools under the new.

865. Chairman.] Then I make out that you would receive 65 l. 3 s. between the two masters?
—Yes.

866. You cannot say what the National medallion would be?—There was no National medallion in that year.

867. Is the National medallion yet adjudged?—Yes; it was adjudged in May 1863.

868. You speak, then, of a year which is complete?—Yes.

869. Then I gather that in 1863, under the old system, the masters received 146 l. 11s., whereas if they had been paid upon the new system they would only have received 65 l. 3s.?

—Yes.

870. So that the loss is upwards of 801.?—Yes. 871. Mr. Adderley.] The loss is 60 per cent.?—Yes; it is very heavy.

872. Now what calculation do you assume the two figures, 61 children at 2s., and 71 at 1s. in the new system?—I have taken them from the returns. In those cases in which 2s. is paid to me, I have taught in the school, and the child has obtained a prize, and the master of the National school does not hold a certificate. But in the cases in which 1s. only is paid to me, the master holds his own drawing certificate and has taught in the National school also; he then divides the 3s. with me, he receiving 2s. and I 1s. In the other case he receives 1s. and I 2s. In fact, he does not receive it at all, but his Committee of Management receives it.

873. Chairman.] You are not aware, I suppose, what you are likely to receive in the present year?—I have only seen the lists this morning, and since I have been in the room I have written out a very rough calculation. I can furnish that to the Committee if it is desired.

874. Will you state that?—There seemed to be 16 medals: we have taken 30, but 16 are paid

875. Mr. Edward Egerton.] Why were you not paid upon the 30?—Because some have been taken by other than artizans; by clerks, ladies, and so on. Then eight in extra stages, that is 8l.; four in those stages in which I am certificated, that is 2l.; 70 second grade papers, of those items I am not at all sure; I think there were 85. I took 70 as a very fair number; that brings 35l., and of course I have not had time to count those poor children who have passed; I think they might amount to 15l.; they amounted last year to 9l. 13s., but I have taken 15l. this year, as the standard has been lowered; that gives a total of 76l. 10s.

876. And then there would be your pupil teachers, would there not?—I have no means of knowing how much they would have brought.

877. And there is also the Report?—Yes, that is 10 l.

878. The National medallion is not yet adjudged?—No, it is not yet adjudged.

879. That therefore makes 86 l. with a further chance of one or more National medallions, and something for pupil teachers?—Yes; against that we must place the eight certificates, the children under the old calculation, which would certainly amount to 20 l.; the free students, probably § taking last year as the basis, which would bring 36 l. again.

880. Is there any reason to suppose that you would receive less in 1864, under the old system, than you did receive in 1863, namely, 146 l. 11 s?

No; there is every reason why we should have received more, because of our school being large, and having had more experience; it is growing.

881. As to these prize studentships, you consider that it is a misfortune that prize student ships are abolished; were they much sought for in your school?—Very much; generally our students were not of such social condition and standing as to be indifferent to a fee of 2 s. a month; it was a great thing if they could save 1 l. in a year's study.

1 l. in a year's study.

882. What class of persons were they who usually obtained them?—I can produce a return; we have had 25 prize studentships altogether; five have been clerks; one a lady, in no employment, and 19 artisans; such as lithographer,

painters, and engravers, and so on.

883. That was the special advantage of prize studentships, in your opinion?—It was an exhibition; the prize student became in a manner an exhibitioner; he was a man who had obtained a certain mark in the school; it had great moral influence in that way. Further, it actually was a saving of money to the men; its other advantages were, that it enabled us to cause them to take more of those second grade papers than they would otherwise have been inclined to do, and the opportunity the student had of renewing his prize studentship by taking a medal year after year was the cause of his being induced to go on for the medal competition. I think all those advantages belonged to it.

884. Do you think it served to keep the students longer in the school than they would other wise have remained?—I am sure it did; since it has been withdrawn students have left the school; and that has been the case also in many country schools.

885. What is the general feeling of the master with regard to prize studentships?—That it was of great importance, and that its abolition is a great injury.

886. To a certain extent, those prize student ships were gained by persons of superior condition, who could afford to pay for their education, were they not?—I cannot say so in my case, where 19 were belonging to persons who fairly came under the class of artizans.

887. From your knowledge of the general schools throughout the country, can you not say whether it was not the case that a good many of them were gained by persons of superior position?—Twenty-five schools, say that artizans obtained them, and five schools, say that others than artizans obtained them.

888. That is to say obtained the majority of them, I suppose?—Yes, in some cases in schools, artizans only were the recipients. In Dunder there is a school which has made great progress in the branch of elementary teaching of Art, and the master of that school says that prize studentships were generally obtained by "Artizans, candidates for Art pupil teacherships, and teachers.

middle class students occasionally obtained prize identships, but they were exceptions to the neral rule. The withdrawal of prize studentips has had a most injurious effect on the vanced artizan class, which is reduced from an average of about 20 to 6 or 8."

889. In those cases in which the prize studentips were gained by persons of superior position the artizan class, would it not have been ssible for the Department to have laid down les which would have prevented the abuse?-

I think so, certainly.

890. Would it not have been possible to limit e prize studentships to persons whose circumances justified their obtaining them?—That is ther a difficult distinction, inasmuch as it volves asking a man what his circumstances are. 891. Would it not have been possible to lay wn some rule that they should only be open to ose who studied in certain classes, say the ening classes?-It might be limited to all those the artizan classes, irrespective of their callings and irrespective of their incomes.

892. What do you understand to be the object the abolition of the prize studentships?—To ye the money that they cost. I cannot imagine e privilege to have been abused in the schools

have mentioned.

893. Do you not consider that it would be an buse if they were gained to any great extent by persons in a superior position? — If a prize udentship were gained by a member of my orning class who pays 10s. a month for fees, the Covernment would only pay 1 l. towards those es, therefore it would only give her two months'

fee instruction, not a whole year.

894. What is the value of a prize studentship? £.5 a year was paid for a student who had obtained a certificate of the second grade, of hich 4l. went to the master, and 1l to the fee fund of the school; it cost the Department 51.

895. Mr. Cave. With regard to the certificites I think you stated that you considered that the time you expended in fitting yourself for the rtificates was loss of time?—In my profession i was loss of time. I was learning nothing to sist me during that time in my profession as an

896. You do not consider that you were being ucated in a manner beneficial to yourself

during that time?—Certainly not.

897. Or in a manner which would have enabled you to make a beneficial use of your qualifications? Not as an artist. I might have become a draughtsman in an engineer's office, but I had intention to learn mechanical drawing when I

tered the profession.
898. Did you consider that, having obtained that education, you were bound to teach in these

hools in consequence?—Yes.

899. You would not have considered that you and a right to go to Canada, for instance, immedately afterwards?-I believe there was an reement of some kind between us and the Department, but it is so long since I signed it that I do not know exactly; it was to this effect, hat we should accept what appointments were offered us. That seemed the principal clause.

900. You were not bound to stay in this imployment longer than you pleased?—I think

901. Then it was rather a one-sided agreement, as it not?—I think not, if I consider the loss of my time, that I was not learning anything that 0.53.

would fit me to get a living in Canada, or any

other place to which I might go.

902. Would not the education you gained there assist you in getting a living in a colony, for instance, where Art teachers were wanted?-Yes, certainly, I was a better teacher after having gone through it; but my original intention was to become an artist. I was not a better artist for what I did.

903. But the State, of course, would not have taught you in this way except upon the understanding that you were for a considerable time to teach in the schools for which they were preparing you?—Yes, I think so; to some extent I felt bound to accept an appointment, if it were offered me, supposing the guarantee to be sufficient, and so on; and I should have taught in those schools according to the conditions which I had agreed to.

904. Now that the Minute has been clanged, do you consider that that is binding upon you any longer ?- We are still bound to the Government; the loss of the advantages of our certificate money and the conditions which made our teaching unremunerative have not been relaxed; we must still teach in poor schools, and must still teach artizan classes at the rate of 2 s. a-month.

905. You consider, then, that the bargain was, that you should learn and teach, and that the State should pay according to the arrangement that was in force when you began to learn?-

906. And you consider that faith has been

broken with you on that ground?—I do. 907. Mr. Gregson.] I have heard a report; will you tell me if you know it to be correct, that a master has been appointed to a School of Art in Madras, and after being there six or seven years he receives about 700 l. or 800 l. a-year?-I know that a master has recently accepted an appointment in Calcutta; it may be the same.

908. Was that from this School of Art?—Yes; I do not know whether it is a School of Art that

he has gone to.

909. Mr. Adderley.] You stated, in answer to a question by an Honourable Member, that you thought you gained no advantage from the training for your certificate?—No advantage as an

910. You gained a certificate and a considerable education of some sort?—I had experience

in teaching.

911. You can hardly say that the training you received during that time was of no value, can you?—I think I can say so, because the only thing new to me was mechanical and architectural drawing, but I have not learned sufficient of that to obtain employment as a mechanical or architectural draughtsman.

912. What maintenance did you receive?-Whilst I was teaching in the parochial schools I received 1 l. a-week, and whilst I was teaching at Lambeth school I received 30s. a-week, and a

quarter of the fees of the school.

913. What should you say that all the sums which you received amounted to during the time you were preparing to gain your four certificates?

I cannot say exactly.

914. What would it be approximately?—Half a year at 1 l. a week, and two years and a half at 30s. a week. It comes to about 230 l. I have no note of the exact time when I began to receive 30 s. weekly.

915. And such sum would have been irrespec-

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tive of the cost of instruction; that is of the payments to masters and teachers upon your behalf at South Kensington?-I do not know the arrangement in that respect.

916. The 230 l. so spent by the public upon your behalf would be irrespective of any cost of instruction, would it not?-Yes, it was paid di-

rectly to me.

917. With regard to the comparative state. ments of the receipts under the old system and under the new during 1863, in the first calculation upon the old system the amount was 146 l. 11s., and upon the new system 65 l. 3s.; was not it?-Yes.

918. In both cases would those sums have to be divided between two masters?-In the first case there were 40 l. for my certificates; that was my own, and a very large proportion of all the rest was my own, because the assistant teacher gave but a small part of his time to the teaching compared with what I gave; except the 40 l. upon the old system, and the 10 l. upon the new system it would have to be divided. In some cases I believe the head masters took the whole of the results.

919. How does that division take place?—It is entirely a matter of agreement between the masters under the old system, and now between the masters and their Committees under the new

920. Under the old system the Committees had

nothing to say to the division?-No.

921. It was an arrangement between the mas-

ters?-Yes.

922. Under the new system the money is paid to the Committee of Management into a fund which they divide amongst the masters?-I think it is paid to the head master for the masters' fund. The Minute of the 17th March 1863 says, "A master's fund must be established at each School of Art; all payments will be made to it once a year through the head master, and are to be divided among the certified Art masters or mistresses (when more than one are engaged in the school) in such proportions as the local Committee and masters in concert may determine."

923. Upon this new system you will require the same number of masters as under the old, will

you not?-Yes.

924. You do not anticipate any reduction in the number of masters?—We must reduce the number; either I must do without half of my income or I must get rid of the modelling master. effect will be that our masters will be reduced by

925. In making the calculation which you have given upon the new system for 1863, have you not omitted the sum which came under the letter (F.) in the Minute for training for the first group third-grade certificate?-No student passed in that year in a certificate of the third grade.

926. Upon any student passing that grade you might receive 15 l. under the new Minute, might you not?-Yes; I have just recollected that I have had a student pass. I do not know in what year, it might have been in 1863. A female student passed, but she was exempted from the mechanical drawing and architectural drawing, a great part of the work usually required for the certificate. I do not know whether that is reckoned a valid certificate under the new Minutes.

927. The sum received upon each such student would be 15 l., would it not?—Yes.

928. Is there not also some advantage as to rewards for designs?—Yes, 5 l. is paid.

929. Why is there no such item in your calcu, lation for 1863?—We had no such design senting or if we had, we obtained no medal for such a de

930. Mr. Arthur Mills.] In answer to a ques. tion put to you just now, I understood you to say that masters were under some sort of obligation not to take any other work in the nature of private engagement; what kind of obligation is that ?- I think they were not under an obligation but I meant that their time was wholly occupied in training themselves, and therefore they could not find any time to take private engagements If they did private teaching it was at such times as between three and six o'clock, and in the in tervals of their work. I think they were no disqualified from doing that.

931. Chairman.] Were they considered a

liberty to undertake for their entire professions work any other business than the management a School of Art connected with Government? I think they were not at liberty to do so.

932. It would not have been competent for master who had obtained a certificate to go and engage himself as a teacher at Eton or Harrow or at any town where there was a demand for Ar teaching among the upper classes?-He could Such appointments were recommende by the Department; but if he did, he received n money upon his certificates.

933. He was considered at liberty to turn the education which he had received to account i that way, if he thought fit?—Yes, under the

Department's appointment.

934. Without an appointment from the Depart ment could he do so ?-I never knew of a case

and I cannot say.

935. Mr. Arthur Mills. Supposing he wa offered by any private individual, or by any inst tution unconnected with the Government, work which he thought more attractive or more rem nerative, or more suited to his powers than School of Art, was he at liberty to take it?cannot remember the conditions of the agreement signed by us. I do not know whether the would be breaking the conditions of that agree ment; if not, I think he could take such a appointment.

936. Chairman.] With regard to the main tenance allowance, do you know whether the 30s allowance is still continued?—It is not continue The first reduction that took place in regard to master who taught in district schools was, the the quarter of the fees of the school he taugh was discontinued to the master, and that the f was paid instead to the Department. Since this time, the allowance has been reduced from 30 to 25 s., and from 25 s. to 1 l. During the time that I was teaching, the lowest allowance was l Since that time, other lists have been made out for students to receive as little as 15 s., 10 s., an 5 s. a-week.

937. Are there cases of gentlemen receiving as little as 5 s. a-week?—I do not know of a ca I am speaking only of what I have heard; know that some receive only 15 s. a-week.

938. Those gentlemen are doing work for the Department?—Yes; some are giving eight lesson a-week in the parochial schools, for which I belief the Department is paid 40 l. a-year, and others district schools which pay a quarter of the feet to the Department account. 939. Wil

939. Will you explain a little more fully than you have done hitherto the nature of your objecion to the substitution of Local scholarships for Art pupil teacherships?—Art pupil teachers were appointed to assist the head master in teaching in parochial schools, and to assist him in teaching his artizan classes at night. I think it was reckoned that one pupil teacher could be appointed for three schools, and they received rom the Department 201. a-year. Under the new Minutes, local scholars are substituted for the Art pupil teachers. One local scholar may be appointed or any number of children taught in parochial schools up to 1,000, and he is paid 6 d. a head upon those children, on behalf of whom the Inspector shall give a certificate. I do not exactly know what that means. At any rate, if he has only 500 children he will only receive 500 sixpences for his teaching of those children. he has 1,000, he may receive 25 l. for his teaching. It changes the appointment from one of certainty to a conditional one.

940. What was in point of fact the necessity for the Art pupil teacher; was it to assist the master in teaching the National schools, or was it to assist the master in teaching the provincial School of Art while the master was absent in teaching the parochial schools?—The Department granted his appointment, I think, mainly that he should teach in parochial schools; the masters in large artizan schools require him to teach in their

evening classes.

941. Is it possible for a master in a school which has considerable evening classes to teach his school without the aid of pupil teachers?-

Quite impossible.

942. Does the number of pupil teachers whom he requires depend upon the amount of work that has to be done in the School of Art, or upon the amount of work that has to be done in the National schools?—With a large central school which has numerous artizan classes the master is pressed to find teaching power for his evening classes; therefore he forces his parochial schools to the utmost that he may claim Art pupil teachers.

943. In fact, the parochial system and the system of the provincial schools are so curiously intertwined and complicated, that it is necessary for the master to work the two together in order to work his own school satisfactorily?—Yes.

944. What do you suppose would be the case with the Schools of Art if the parochial schools became independent of them, that is, if the masters in the parochial schools were competent themselves to teach drawing?—I think, first of all, that the children in National schools would be better taught. The parochial schoolmaster could teach his own children very much better than a less experienced art pupil teacher.

945. To a certain extent the masters of National schools are becoming competent to teach, are they not?-Yes, that was the case until the new Minutes were issued, when their certificate allowance having been discontinued they seemed no longer to have an inducement to teach drawing, because by giving up their time to drawing they diminished their chance for the grants in the primary branch in reading, writing, and arithmetic; so that the effect of the new code was to decrease the amount of teaching in parochial schools considerably. In Dundee, where there is a school in connexion with a large parochial system, it has reduced it very much indeed. The master at 0.53.

Dundee says:-" Since the abolition of the teachers' elementary drawing certificate allowance, most of the schoolmasters have become very indifferent to the progress of the drawing classes; they say (in my opinion quite correctly) that the payments under the new Minutes are not fairly remunerative for the work required, and that they can do better for themselves by turning their attention to other matters.'

946. You are speaking now of the National schoolmasters, are you not?-Yes. That is the testimony of the master of the Dundee School of Art, who, I believe, has worked the parochial system to a very great extent; he has a large elementary school, and I look up to him as an

authority in the matter.
947. Has it been found difficult to persuade parochial schools to accept the services of an Art master, and to pay 5 l. per annum for the school?

—Extremely difficult. When I had six schools under instruction, I received 30 l. a-year for teaching them; now I have 18 schools under teaching and inspection, and receive 201.

948. Does that mean that a considerable number of the schools are taught for nothing?-

They are taught for nothing.

949. Upon what principle do you understand that you are required to teach those schools for nothing?-In order that I may count those children as being under instruction, and so claim local scholars, and that I may claim money upon those children who pass in the annual examination.

950. Originally you understood that you were compensated for teaching those children for nothing by the payment upon your certificate, did you not?—Originally, when the certificate money was paid to the National schoolmaster, there seemed but little difficulty in persuading the managers of National schools to pay 51. a-year. That difficulty arose after the abolition of the National schoolmasters' certificate money.

951. In fact, since the National schoolmasters are paid upon the results in reading, writing, and arithmetic, they naturally pay as much attention as possible to reading, writing, and arithmetic, to the neglect of everything else?—Just so.

952. What inducements are held out to the masters of National schools now to have their children taught drawing?—If a child passes in a school where the National schoolmaster has a certificate, and has taught in the school, that master receives 2s. upon each child so passing. If the master has not a certificate, but has assisted in teaching in the school, he receives 1s.

953. Is that considered a sufficient stimulus?

No; decidedly insufficient.

954. Have you any evidence to show that it is insufficient?—Yes; 39 schools have written to me upon that subject, and 36 say that it is wholly insufficient.

955. Is it not the case that in some instances parochial schools have withdrawn from their connexion with the Schools of Art since the passing of the new Minutes?—Yes; I have some information upon that point; the master at Truro says, "I have not one pupil teacher left since the new regulations, as it is the interest of the parochial schoolmaster to keep them from the School of Art, in order to have the 1 l. offered for passing them in the papers for themselves." He also says, in answer to another question, "As soon as the new code came into operation all my parochial schools declined paying anything for my services.'

Mr. J. Sparkes.

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Mr.

1864.

The master at Taunton says, "We cannot get J. Sparkes. any of the parochial schools to pay 5l; each poor child pays 6d, only per annum." The master at Dundee says:—"Only one out of 30 poor schools in connexion is able to pay at that rate;" that is, 51. a-year. In Cork it is quite a peculiar case; it seems impossible for the master to extend his parochial system; the circumstances seem to be somewhat local and peculiar; perhaps it does not

apply as an answer to the question.

956. Mr. Maguire.] Would you state what it is that you refer to?—The master says, "The Commissioners of National Education in Ireland made an arrangement by which 100 National School children were to attend the central school three evenings a week; we were to receive 15s. per head per annum, this sum to cover the cost The managers of the National of materials. Schools objected to this arrangement, and would not allow their children to attend the evening classes at the central school, but would have agreed to have them taught in their own schools; this the Commissioners would not pay for; the result is, that by great persuasion we got 20 boys from one school to attend, but the drawing not being made compulsory on these young children, the number is constantly varying; boys come in, stop a few nights, go away; their places are taken by others who do the same thing; so that between the National Commissioners on the one hand, the Department on the other, and the confirmed opposition of the managers of the National Schools, we have very little chance of doing much good in teaching drawing to the poorer classes in Cork. I may say that this arrangement of the Commissioners entailed no expense on either managers or on children, and yet they would not agree to it. We are at present teaching one National school, 'St. Patrick's Female,' for nothing." I know it is believed that the masters of Art Schools may extend this branch if they only give energy enough to it, but that is not the case; it is impossible, in some cases, I know.

957. What was the letter you were quoting? -A letter I received from Mr. Brenan, the master at Cork. The master at Devonport says, "The masters of Parochial Schools do not seem to care for the bonus on children who pass. In one of my schools the master said he would rather not have it; and in another, where the master teaches himself, and would receive 2s., though about 400 children learn, he refuses to bring them up for examination." That has been the case in my own experience in Lambeth. The National schoolmasters have refused to send in their children for the examination; they have said "I teach drawing, because it is useful for my writing classes, but I shall lose half a day's work by sending them in to the examination, and I shall only receive 6 s. or 8 s. " I have made a loss in that way. The master would not send in his children, and I could not claim anything upon

958. Chairman.] Do you think that the principle upon which the Parochial Schools are now connected with the Provincial Art Schools, is a sound one?—It is a principle of mutual interest for the master to instruct and inspect the school, and for the National schoolmaster to allow him his grant; but the amount given is so small, that it really is no inducement.

959. Do you think that the necessity of teaching the Parochial Schools operates as an impediment to the masters of the Provincial

Schools of Arts?-Yes, I look upon it as worse than a loss of power; as a perversion of one's

960. Do you think it would be a better system if the two classes of schools were now made independent of one another, and if certain advantages were offered to induce the masters of the National Schools to qualify themselves, and to teach drawing in their own schools; and if the masters of the Schools of Art were allowed to devote themselves entirely to the teaching of their own schools?-Yes, I should think that would be a great advantage.

961. Mr. Adderley.] So far, you think, the operation of the new Minute in the primary department an advantage, as having induced the parochial masters to draw away their pupils from the Schools of Art?-Inasmuch as it releases the Art master of parochial teaching, it is an advant. age to him; but he cannot claim the assistance of the Art Pupil teachers in his central school; and unless he has that assistance his difficulties are

962. Chairman. Do not the new Minutes, with respect to Schools of Art, render the master of a School of Art more dependent than he was before upon the amount of teaching that he can get to do in the National Schools?-Certainly. If a master has a large central school with artisan classes, he is absolutely forced to get the asssitance of local scholars, and for that purpose he would teach National Schools for nothing. I have no doubt he would pay the National Schools, if he is forced to have large teaching power for his evening classes.

963. Therefore, the new Minute in the primary department, and in the Art department, are rather in opposite directions to one another?-There is not sufficient inducement held out by the Minutes of the primary department to cause a National school master to have his schools inspected, neither does the Department of Science and Art hold out sufficient inducement.

964. Is it found that many children having learned drawing in the Parochial Schools afterwards continue their study by becoming students in the Provincial Schools of Art?-I think very few do so. I can give the Committee some information on that point. Out of 38 schools, 28 can offer instances of children having gone into the Central Art School after having left the National School; and 10 schools can offer none. I can offer instances myself of at most six children who, after having left the National School came to the Art School. It does not seem to be a natural growth from the drawing class in the National School to the Art classes in the Central

965. How does the system of the pupil teachers' class answer; do those classes of pupil teachers, who are taught Art, maintain themselves, or are they falling off?-I think they are almost extinct The master at Gloucester says, "Our returns will exhibit the diminution in the pupil teachers' class. My own case is this: in the beginning of last year, by great exertion, and by spending money and time, I caused a class of 50 to assemble, and, as Mr. Gregory has already stated, that class has diminished to five, and he pays the fees of those five himself.

966. Is that because the pupil teachers themselves are diminished in numbers, in consequence of the new Minutes in the Primary department, or because they have less advantage to gain by

earning in Schools of Art? - One reason is that he whole class is very much smaller; the second reason is that they have no encouragement to take drawing certificate. The master at Truro says,
I have not one pupil teacher left since the new regulations." The master at Dundee, who, I believe had the largest pupil teachers' class in Great Britain, says, "The class has diminished to ess than one-half, and the feeling is universally the same." The master at Cork says," We have never had but one pupil teacher attending this class."
The master at Warrington says, "The New Code has sent down the numbers from 44 to 12." master at Devonport says, "More than half the pupil teachers have left me since the new Minutes on Education came into operation. At Durham, "the pupil teachers' and schoolmasters' class is defunct, owing to the Minutes referred to." At Darlington, "at one time pefore the new Minutes, we had 45 in the pupil eachers' class, now we have only two, and they re not studying with any idea of ever teachng." At York, "In 1857, 12 pupil teachers passed; in 1858, 13; in 1859, 15; in 1860, 10; n 1861, 15. Then came the revised code. In 862, 5; in 1863, 5; in 1864, 3." At Newcastle n Staffordshire, the master says, "I have no pupil teacher; they do not think it worth while ttending, and the schoolmasters wish to instruct them themselves. I think the Government wish it o be so from their Minutes." At Birkenhead, the ase is the same. At Yarmouth, the master says, I find it extremely difficult to get any pupil eachers to attend the School of Art." The feeling s unanimous upon that point, I think.

967. Have you reason to know whether many oupil teachers have been educated, and have fterwards become teachers of art in their own chools?-I know of some cases.

968. Has that been felt as a grievance or as an njury by the masters of the Schools of Art?—I rowth, which would relieve them finally of the rouble of teaching in those schools. Of course, t is a grievance if we are to look for our income rom that source, that is to say, from payments hade upon National School teaching.

969. It is the case, I think, that the provincial chools have now got into such a position that hey are able to take a considerable part of the work that was formerly taken by the Central raining School, is it not; that is to say, that they re allowed to train students for masters up to he first certificate?-Yes.

970. Is it not probable that the National chools will be able in the same way to take all he primary teaching of children in art upon hemselves?-Yes, if the master has a certificate, nd is otherwise well up in the subject, he could rain all his pupil teachers to pass the necessary xamination under it, in order to receive their rawing certificates.

971. May we not look upon the time which as been spent in the establishment of this sysem as the introduction to a system by which the lementary teaching of drawing will be conducted to the National Schools, and the Provincial schools of Art may conduct a more advanced eaching independently of the National Schools? I think so, and hope so.

972. If that is so, does it occur to you to be a atisfactory arrangement that the payment of the hasters of the provincial schools should depend 0.53.

upon work which is gradually slipping out of their hands?-No; it seems very unfair.

973. Does not it lead to a very complicated system of arrangements between the Provincial Schools and the National Schools?—Yes, certainly, it is complicated.

974. Does not it tend to withdraw the attention of the masters of the Provincial Schools of Art from their own particular class, and lead them to pay more attention than they otherwise would do to schools which do not naturally belong to them, but out of which they expect to get their livelihood?-Yes, it must do so.

975. Are you aware what the system of teaching drawing in the training colleges now is. Has any alteration taken place since the new Code in the Primary Department has been introduced?-Yes; I have heard that the masters, whether the masters of the Schools of Art or others, have been dispensed with, and that the teaching has been conducted by one of the head students in the training college, so that is the master's loss of course,

976. Is any payment made by the Department upon the students in training colleges?—No: it provided by the new Minute 430 that "a sum of 10s." shall be paid "for each one of the exercises in free hand-drawing, model drawing, geometry, and perspective in the second grade, satisfactorily executed in the annual examination; and that these "payments will be made only in respect of students who are artizans, or who are engaged in some industrial occupation, or are preparing to be so, or who are teachers or governesses, or are preparing to become so," it was naturally considered that students in training colleges came under that head, because they were teachers or people preparing to become teachers, but the Department refuses to pay upon those students.

977. Mr. Maguire.] Will you put in the whole of the letter from Mr. Brenan, the master of the School of Art at Cork?—I have read as much of that letter as refers to this point. The letter itself is cut up into the portions which relate to different subjects; I have not got the entire letter.

978. Mr. Adderley.] Under the old Minute, even if the schools did not pay 5 l., you were still considered bound to teach a certain number of schools as a condition of your receiving your payment, were you not?—Yes.

979. Therefore, to a certain extent, the new Minute would be a relief to you of that condition?-Yes; that is to say, a master is not obliged to teach in the schools.

980. I wish just to test your statement again as to receipts. You made a calculation that your receipts in 1862 upon the new Minutes would have been 82 l. 15 s.?—Yes.

981. In that year, you only had one master, I

think?—I was the only master appointed.

982. Yet in 1863 you calculate that upon the same Minutes your receipts would be only 65 l. 3 s., though you then had two masters?—Yes.

983. How can you account for your receipts in 1863, with the advantage of two masters, being 30 per cent. less than in 1862, when you had only one master?—In 1862, we had two masters, but one was sent from the training class at South Kensington. • In 1863 Mr. Bale was appointed to the school. Before that we had the advantage of his services, but we did not pay him anything, as he was still a member of the training class. Another reason is that in 1863 the inspector had peculiar

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peculiar views as to our medal drawings, and we obtained fewer medals.

984. The number of children in your calculation in 1863 appears to be considerably larger? -Yes, it is considerably greater in that year. found the necessity of having more assistance in I consequently was obliged the Central School. to extend the parochial system in order to obtain Art pupil teachers, and I obtained the appointment of three.

985. I wish to put one general question that refers to all your examination hitherto; would your objections to the new Minutes, based upon the system of payment by results, be removed if the payment was considerably larger upon results, or is your objection to the principle of the payment?—It is to the principle; there is this difficulty, it is impossible to test the results of It is quite Art instruction in high grades. possible to do so up through the first grade and also through the second grade where it is more or less in the nature of a scientific examination and tests either power of hand or eye; that includes free hand-drawing, model drawing, and drawing from copies and from nature. But in the higher grades it is impossible to test such results; in high Art, there must always be a difference of opinion upon the same work.

986. All the objections you have given hitherto seem to have been to the insufficient remuneration, but if I understand your last answer rightly, that is only a portion of your objection?—Yes, the main

objection is the principle.
987. Mr. Potter.] What would be the entire amount of your emoluments as a teacher for the years 1862 and 1863, approximately ?—I have no notes here as to the fees that I received; but I can obtain them.

988. Will you state the number of hours a week that you were employed in such teaching? I can put it in a tabular form if it is desired by the Committee.

989. Chairman.] With respect to the medal awards, and so forth; do you consider that the system of paying upon results is as applicable to Art Schools as it is to National Schools?-No, it

is not as applicable.

990. Why not? - In National Schools the amount of instruction given is small; the children are young, and consequently the Art power possessed by them is of the very slightest amount. Then, in Art Schools, the student obtains a certain general power of drawing which is tested by the second-grade examination; so far the cases are parallel. But when the student tries high Art work, no results can be fairly deduced from his drawing of the figure; for instance, which takes

991. You think it is more difficult to test the results in Art workmanship than in reading, writing, and arithmetic?-Infinitely more diffi-

992. Do you think as a general rule that one inspector will be able to judge of all the different sorts of drawing which are practised in these schools?—It is possible that he might have an equally good knowledge of mechanical and architectural drawing and design, and at the same time of the figure, and of ornament, but it is not very probable.

993. I suppose that in some schools particular attention is likely to be paid to particular kinds of drawing; in one school, for instance, there will be a large number of students applying them-

selves to mechanical drawing; in another to figure drawing; in another to flower painting, and of forth, will there not?—Yes, probably that is the

994. That would be the natural working of the Schools of Art if they were not subjected to any restrictions on the part of the Department, would

it not ?-Yes, I think so.

995. If Schools of Art were allowed to de velope themselves according to that natural law. suppose there would be comparatively little diff. culty in finding inspectors who would be able to inspect each class of school; the inspector, for instance, in a school which chiefly undertook mechanical drawing, would be competent to judge of mechanical drawing, and the inspector in school which chiefly undertook flower painting would be a judge of flower painting?—Certainly there would be no difficulty.

996. Is not it the case that now the Depart ment imposes a system of instruction, and requires that system of instruction to be followed out for the purpose of obtaining payment by which a kinds of drawing must be studied simultaneously

in the school?—Yes.

997. That is to say, a school could not, under the new Minutes, obtain payment upon the results, if all the results were in the same class or classes?—Certainly not; the payment limited to three medals.

998. Does not that very materially increase the difficulty of inspection or of finding good inspectors?—Yes, I think it does; it would be a great difficulty to a conscientious man to have w say, if nine drawings were equal in merit, which should be the three to take the medals.

999. Must it not be much more difficult to find inspectors who can go into all the 80 or 90 School of Art, and judge in each school of mechanic drawing, flower painting, figure drawing, and number of other classes, than it would be to find inspectors who would go to one school when they would have to look after mechanical and architectural drawing, and another where they would have to look after flower painting?must be much more difficult, I think.

1000. With regard to the system of media awards as it has hitherto existed, have you are cause of complaint respecting the manner in which medals have been awarded under the old system -Last year, our committee made a complain against the manner in which the medals were

awarded.

1001. That is the case to which Mr. Gregory referred in his evidence, is not it?—Yes.

1002. Have you heard from other school whether complaints have been made of a similar character?—In very few instances that appears be the case. I can give the Committee the exact number of those cases, because I am in corres pondence with the masters. Eleven schools have had cause of complaint, and 19 have not had caus of complaint out of 30 schools.

1003. Do the 11 schools give any instances the complaints they have made?—Yes, the school at Warrington made a complaint against the The master at Cork says, "In my inspector. opinion, medals have sometimes been awarded students who did not so well deserve them 8 others. I do not think it fair to bring the de and night works in competition with each other The case of Warrington school took place in 1859 and a copy of the statement upon that occasion has been sent to me.

1004. Could

Jovis, 21° die Aprilis, 1864.

MEMBERS PRESENT:

Mr. Adderley. Mr. Bazley. Mr. Cave.

Mr. Edward Egerton.

Mr. Crum-Ewing. Mr. William Ewart.

Mr. Gregson.

Mr. Lowe.

Mr. Maguire.

Mr. Arthur Mills. Sir Stafford Northcote.

Mr. Potter.

Mr. Tite. Mr. Trefusis.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

Mr. JOHN SPARKES, called in; and further Examined.

1123. Chairman.] Some questions have been put in the course of this examination with regard to the time that is spent in doing medal drawings; can you give the Committee any information upon that point?—I have some more definite information than I had on my last examination; these facts have been supplied to me. A student at South Kensington, Mr. Cadman, has sent in for competition this year the Madeleine, the Car (in chalk), a sheet of historic styles, and an outline of flowers from nature; these four works have taken him nine months of constant daily work at South Kensington. He was in the St. Martin's School for some time, and has been a regular student at South Kensington for two years; he has not yet taken a medal. Another student, Mr. Gandy, obtained a medal last year for flat design; it was a design of the potato plant, in a given space. This work took him three months; he had been a constant day and night student for two sessions. Mr. Appleton has sent in the Laocoon for competition; it took him about a month of all day-work. He had been in the school one year as a day-student. The time he spent on it equals four months of night-work. The student who obtained a National medallion for the Madeleine last year took eight months of evening work, working five nights in the week. Mr. Smith, a master in training from Dundee, had studied in Scotland and Germany before he entered the Dundee School of Art. He took a year to do three medal works, the Laocoon, the Hercules, and the Renaissance Rosette, in chalk. He obtained medals for two of them. Mr. Duncan, now the master at Perth, obtained a National medallion for the Car; he worked at it regularly every day, including Saturdays, for more than a year. An Art pupil-teacher, at Dundee, was nine months at the Madeleine pilaster. Mr. Oliff, a student at South Kensington, was three months at the egg-plant; he did not obtain a medal: he was two-and-a-half months at the pilasters, working in the day, and did not obtain a medal. Mr. Fildes, a National scholar from Warrington, obtained a National medallion for a chalk drawing of apples; it took him six months: he was an Art pupil-teacher at the time, and had to attend to teaching whilst he was at this work. In the Penzance School, a student who obtained a medal for the Car took a whole year to make the drawing. An-egg plant was sent in for competition

from the school at St. George's-in-the-East; it was commenced in November and worked upon up to the 8th of March, the day fixed for sending in works. This was a lady-student's work; she worked two-and-a-half hours for three nights a week, under Mr. Dundas. Mr. Menzies, now in the Training School, formerly at Aberdeen, states that medal works in that school used to take four or five months each, four nights a week; himself and other students used to work at their drawings at other than regulation times, on Saturdays, and by taking their drawings home. Mr. Fraser, from Aberdeen, was two-and-a-half years in the school before he took a medal; he took a year to do the medal work, working at it four nights a week: that was the Trajan scroll, in sepia. Those are the facts which I have collected since the last examination; they all prove the enormous waste of time which there is upon these highly-finished medal works.

1124. Have you ever heard any complaint made that medal awards have been refused improperly? -We have had such a complaint in our own

1125. I am referring to a case, which I understand occurred, in which a pupil-teacher was refused a medal award and afterwards obtained a medallion?—Yes, I remember that case; the drawing went in for competition in a Scotch school. I believe the inspector gave it a local medal, but refused to allow it to compete for the National competition. It was sent to London as a work upon which the student claimed the appointment of Art pupil-teacher; it was retained in London, and obtained a National medallion.

1126. With regard to the teaching of design: have you any complaint to make as to the system of the Department as bearing upon the teaching of design?-I think there is no sufficient direct encouragement for a master to establish a class of design. He has no copies; he has only a set of principles that are enunciated by Mr. Owen Jones, which he probably finds too narrow for his special requirements. Then "design" means so much: it may mean simply the application of some natural form to a work, such as this wallpaper, or it may mean the composition of a vase, which may be a work of the highest art; it includes modelling the figure and modelling foliage and ornamental arrangements. I should say that design of the highest kind is discouraged by the

Department,

whether books are frequently borrowed from the Library?—I have borrowed books and diagrams. The only difficulty is that one has to pay carriage for them; that in my case is not a great difficulty, but it must be of great importance to a man in the country. The cost to a man at Aberdeen to have one volume sent to him would be very great. The great difficulty is to know what to ask for. If masters do not know the Library, I do not think they could pick out from the catalogue now in use the names of the books they ought to apply for for special objects.

1111. You think the catalogue is not suffi-

ciently full ?-I think it is not.

1112. Do you consider that the students or the masters are able to gain very much advantage from visiting the Museum?—I think they would do so if they were to visit the Museum at a certain time. If the masters had a certain time set apart for them to study the Museum, they would derive advantage from it. But I think walking through the Museum is only a pleasure to them as it is to other persons of taste; they see a beautiful thing, and delight in it. But it is no study, of course; it is only a pleasant walk through the Museum.

1113. What is the case with masters, of course, is even more the case with students; unless they studied the subjects in the Museum they could not derive much advantage from visiting it?—

Certainly.

1114. What is your idea of the way in which the Museum could be best turned to account?— I think if we had parts of it flowing through our districts we could study it to advantage.

1115. You would, in fact, have the Travelling Museum continually going to all the schools?—

Yes, something of that kind.

1116. And that should be done without any charge to the schools?—Certainly; the necessity of paying the attendant 1 l. a-day is certain to lead to loss.

Museum, can you suggest any mode in which they might do so there with advantage?—I can only think that if they were in London, lectures might be arranged for them on the different sections of Art-products in the Museum which would certainly be of extreme use to them. As things are now, unless they come to London upon private business, they have no chance of seeing the Museum, and no list is sent to us of the recent purchases; we do not know what is being added to the Museum or becoming available in any way. Masters know nothing of the Museum as a rule.

1118. May a master, who has been five or six

years in a country school, easily lose all knowledge of the advance that has been made in the collection and in the system of teaching during the five or six years that he has been rusticating? —I should think he would corrode very much indeed, from being in a country town without communication with his fellows.

1119. No steps are taken to keep him alive to what is going on in the matters to which I have referred?—No: formerly masters were called to London once a year; but for some reason, which I have never heard stated by the authorities, that practice has been discontinued. They came to the Exhibition of 1862; but there was no opportunity of meeting them, or of our having any consultation upon the course we were taking in our schools, because the masters came up at different times. I should think that such a meeting as that would be of great importance, and might be made of the very greatest service to them.

1120. Was the meeting in London found to be of value while it lasted?—I only attended one; it seemed to be a meeting of the masters with the authorities at South Kensington, to take part in the consideration of any new regulations that had been made respecting the schools; it might be made to be of the utmost service, but I think it was not of much use as it was then regulated.

1121. Mr. Ewart. Has Sheffield ever made use of the collection of the Travelling Museum?
—Sheffield has had the collection, and has made

52 l. out of it.

1122. Chairman.] Do you consider that there are any points upon which the New Minutes are an improvement upon the old system?—I think upon two points they are preferable. A free studentship was a boon to a student who obtained the prize, and the alteration with respect to the 5 l., which used to be paid partly to the master and partly to the school, was certainly a boon to the master; but it is much more satisfactory to the master to have payment made upon the secondgrade papers in the order in which they might be passed, because the student might take three papers and then leave the school, and the masters would get nothing for having brought up the student; whereas the fourth paper might be passed in another school, and the master of that school would obtain 4 l. I think that case has happened; therefore I think the amounts of money being paid after each examination, instead of at the end of the four examinations, is a good point in the New Minutes. I think the National scholarship is a very good point; it is one of the best things which have been proposed to us for a very long Nr. Sarkes. 8 April 1964.

1095. Can you tell us at all, from what you have learnt from your correspondence with the masters in the country, what times of year are the most convenient for the artizans to send in their competitions?—In the country I think that used to be a matter of great inconvenience with some schools; but when the New Minutes were issued the Department gave the masters the choice of the time, so I suppose that that objection has been entirely removed to the satisfaction of the masters.

1096. With regard to the attendance of artizans, is it found that they can attend in the summer months generally?—No; the schools are always clear in the summer months; they fall rapidly

from May to the long vacation.

1097. With regard to the Central Museum and the Central School, do you consider that you derive, and that the provincial schools generally derive, much advantage from the privileges which are offered to them in connexion with the Central Museum?—I think not. I believe the only practical way of deriving benefit from the collection was to have the Travelling Museum, and that is avoided as an evil; it brings nothing but debts upon the town that has it, unless it is supplemented by music and exhibitions of pictures and other things. I can give facts upon that point, but I think, generally, the Central Museum is not of the use it should be to country schools. I know an instance where a prize was offered, I think by the Art Union of London, for a design for a majolica plate; a master wrote to me to say, "How can I describe a majolica plate to my students? Of course they have never seen such a thing.'

1098. Might not any provincial school borrow a majolica plate from the Museum if it pleased?—I believe it can borrow by paying the carriage down to the school, the Department pay the carriage back; that is a costly process, and, practically, there have been objections put in our way so that we cannot borrow from the Museum; at least that is my experience.

1099. Have you ever attempted to borrow and been unable to do so?-I have. I applied in January of this year; I had applied previously. I wanted some works to show my class of designers; I wanted some things for my painting class to copy from. The answer I received is dated 22d January 1864: "I am directed to acknowledge the receipt of your letter of the 8th instant, and in reply to inform you that, under the Minute you refer to, it is intended that objects from the Museum should be lent to schools making arrangements for their public exhibition as a means of adding to the funds of the school, and not that such objects should be used as ex-With amples in the ordinary course of study. reference to the reproductions you asked for, I am to observe that they are such as may become the property of the Lambeth School, under the conditions of grants on local and national medals. They were too expensive for us to buy, so we did not have them. I applied for the loan; and we thought that as they were in the Museum they might, without much loss to the country, be lent to us.

1100. Have you found in your communications with other masters, that they have in any instances used their power of borrowing from the Department?—I think in very few cases, but I can give the exact particulars; four schools seem

to think that they can borrow objects, and 27 say

they cannot.

1101. Is it that 27 consider that the arrangements of the Department are such as to prevent them, or are the 27 schools ignorant of what the arrangements of the Department are?—They say that they do not think that the arrangements of the Department are sufficiently elastic to allow of their borrowing.

ask the loan of those objects of art?—I simply made a general request. I did not mention any time at which I could return them; I wanted to know if I could have them; that was the prin-

cipal thing.

1103. Mr. Arthur Mills. In the cases which you mention, in which the masters say that they did not think they could borrow them, are their representations to the effect that they thought that the expenses were too great, or that the risks thrown upon them were too great; or what was the nature of the reasons they gave for thinking they could not borrow them ?- The master.at Carlisle says: "The committee of this school cannot pay local working expenses, much less the expense of carriage of objects from the Central Museum;" that seems to be one reason. The master at Halifax says: "I am not aware of any ready way of borrowing objects from the Museum. The new arrangement just made for the purpose, not yet being complete, cannot be fairly discussed." The master at Caermarthen says: "I have not had anything from the Central Museum, and those (pictures) which can be obtained are mostly copies, or, with few exceptions, the works of inferior artists."

1104. Chairman.] With regard to the Travelling Museum, can you give the Committee any information as to the losses which have been incurred by the various schools by having it?—Yes, generally where it has been it has made a

1105. Can you mention any instances?—The master of one of the Potteries schools, who I think is summoned for examination, can give you more facts than I can.

more facts than I can.
1106. Mr. Maguire.] Can he state facts in reference to other schools and localities than his

own?—Yes, I think so.

1107. Your general impression is that such exhibitions cannot be successful, unless they are supplemented by music and other attractions?—I have always understood so; the Travelling Museum alone is a loss.

Museum alone is a loss.

1108. The mere love of art is not sufficient to induce a large number of paying persons to visit such exhibitions?—I fear not. We at Lambeth have had a collection sent down to us for one night; it was a very fair one, and answered its purpose. It was for the occasion when the medals were given away, to make the room look well; for that purpose it was extremely good.

1109. Is it your opinion that a system of enabling provincial schools to have small collections would be better than sending very large collections to one locality?—I think so. I think, for instance, if Sheffield were to have the best specimens of hardware which could be obtained sent down to it, the exhibition would be very good for its students. And the same would apply to other localities which have special manufactures.

1110. Chairman.] With respect to the Library, have you ever borrowed books, or are you aware whether

you may be said to have attained good results?—Yes.

1073. But according to the new system you would not be paid for having trained a considerable number to reach those high results; you could only receive payment upon some of them?—There is a special regulation in the Minute which provides for 51. being given for a design.

1074. Do you think that artizans who may be paid more will frequently attain to those medals?—I think very seldom. I suppose you consider that a man who is a decorator by trade is an artizan; of course such a man as that would have a much easier task to perform in taking a medal

in the designing class than a carpenter.

1075. Have you any objection to make to the general system of instruction pursued by the Department?—No. I think the stages of instruction must be taken as the basis of any future change; they seem to include every kind of drawing that can be done, and, so far, one can take no objection to them. But I think that the natural tendency of the schools is to remain at a low level, not forcing their students into the higher stages of drawing the figure, design, and painting, but rather keeping them in drawing and chalking, and similar low stages.

1076. What is the purpose, as you understand it, of the new National scholarships?—They seem to me to be one of the best points of the New Minutes; they are intended to encourage a student who has shown some special power in design, and to enable him to come to London and work for ten months in the South Kensington Museum, where he will have an opportunity of seeing a collection such as does not exist else-

where in the world, I believe.

1077. Do you understand that when he is there he is to be free to pursue the course of study which he may think most suitable for his future line in life?—He should have a free choice; I think in one case it has been interfered with. I have had a conversation with the student to whom I refer; he seems to have felt that he was not following the course he wished to follow.

1078. Can you give the Committee the particulars of that case?—Yes. It was the case of a student who had not gone through the necessary conditions, but who, instead of having taken the National medallion for design, held certificates; that was, I believe, considered an equivalent. He wished to study decoration and surface ornament, especially pottery; but he was directed to draw furniture. There seems to be some interference there. In another case the holder of a National scholarship was allowed to come in without having fulfilled the conditions. This man is a master who has the highest number of certificates that the Department used to recognise for money payments; he is really not a National scholar at all in the sense which is understood by that term. I think that the National scholars ought to be appointed according to the regulations, and in that case it would be a very valuable addition indeed to the schools.

1079. Mr. Adderley.] You stated that the medals were given rather for the elementary than for the advanced classes, did you not?—Yes; more medals I should think are taken in the elementary than in the advanced classes.

1080. Is it not the case that in the stage of drawing the figure, that is, Stage 8, one student can take 18 medals according to the 0.53.

Directory?—Yes, if there are six sections he could do so.

1081. And in painting from the figure, Stage 17, 9 medals?—Yes.

1082. And in modelling the figure, Stage 19, 12 medals?—Yes.

1083. In the class of design, Stage 23, 12 medals?—Yes, they can, but they do not; all those stages are so advanced that few schools reach them.

1084. Any school might do so that choose to direct its studies to them, might it not?—Yes; a school of the highest class might take its medals in those stages unquestionably. The only figure section that is limited is the section of drawing the figure in outline from the flat; in that section, however many drawings may be done, one medal

only is awarded.

1085. Mr. Ewart.] Do you mean that the qualifications for obtaining the medals were fixed too high? — No, rather that the schools are not sufficiently advanced to take the medals in the highest stages. The students do not remain long enough, for one reason; it does not take a man above two years to take a medal in the low stage. There would be a greater number of men remaining in the schools two years than remaining in the school five or six years. That is especially the case in London, where we have the Royal Academy to take our figure men from us.

1086. Does it arise from that circumstance?—Yes, from the fact that there are greater number of persons of low power than of high power.

1087. Mr. Trefusis.] Are all the classes divided into these sections?—Not into an equal number of sections; there are 23 stages, and a different number of sections to each stage.

1088. Is 18 the highest number of medals that can be gained in one class?—I think so; it seems

to be so.

1089. Chairman.] Do you understand that any complaint is made with regard to the limitation that a student must have been five months in a school in order to compete for a medal?—Yes; there is great complaint of that clause, and I think the complaint may very justly be made.

1090. Why?—Because one can very reasonably hope to coach a sharp man through the examina-

tion in one month.

1091. Even if he has not learned elsewhere?—Yes, certainly; with a sharp student I think we should have no such limitation.

1092. Is it not the case that the attendance of artizans is necessarily very fluctuating and intermittent in the schools?—Yes, very much so indeed; it seems to be a class that is constantly flying about; where wages are highest, there the artizans flock; they pass from London to the country, and from the country to London, just following that law.

1093. If a man has been learning in one school and goes to another town and attends another school, are his months in the one school allowed to count at all towards a medal in the other?—

No, I think not.

1094. Do you think it would be reasonable that in such a case as that, where a man had attended two schools, he should be allowed to gain a medal after completing five months between the two schools, and that the proceeds of that medal, or the payment upon that medal, should be divided between the two schools?—I think it would be very fair.

1095. Can

1054. What is your objection ?- The freehand paper is very unequal in the amount of work required: in one hour a student may have a very simple copy, and in the next hour another student from the same school may have a very difficult one; that is, of course, to the loss of those who have the very difficult copy. Then, with regard to the mechanical drawing-papers, they are, as a rule, always beyond the class, and some of them are ill-stated, so that a student is at a loss to know whether to do what the question asks, or whether to do what the Department means him to do; that is a very great difficulty which should not be placed before a workman in a mechanical drawing-paper. It appears that the 10s. is not paid upon mechanical drawing, at least mechanical drawing is not mentioned, which seems to discourage our endeavouring to induce the engineers and workmen to work for that particular paper. As a rule, the proportion of mechanical drawing-papers taken is remarkably small; it is looked upon as a failure.

1055. Have you any complaints to make, generally, against the examples that are sent to the schools?—I think that, generally, they are not so good as they should be. I know in some cases an example has been withdrawn after we have had occasion to complain of it, but they still keep and send out an example which itself would not take the medal. The drawing that had to be copied from it must have been very much better than the copy itself before it would have had a chance for the medal. I have the example here, and, if necessary, I can produce it. It is in an extremely bad state. It was not withdrawn until that copy had been in use for some years. (The Witness produced the drawing.) This shows the state of the copy which has been used in my school for the students to draw from. If a student were not to draw much better than this, he would stand no chance for the medal. It is printed

from a wornout lithograph stone.

1056. How long has it been in use?—From the time I first remember the school until last year. I think this has been withdrawn; but we were at first struggling with such copies as this. I think that in the figure stages the examples are

extremely bad. 1057. Do you find that your remonstrances to the Department are quickly attended to, as a general rule?-I have made no special remonstrance against that copy, and as it would require the introduction of entirely new copies I think it is useless to make complaints. Others of these figure drawings are extremely bad in anatomy. I am obliged to say of parts of them, "Do not copy that, for it is wrong in the original," which I think should not have to be done.

1058. Have you ever drawn the attention of the Department to the points you complain of? -Only to his extent: the gentleman who copied these from the originals came round, and I said, "This is wrong." He said, "It is not my fault; Mr. Herbert had the superintendence of those things; you must not complain to me." sheet of eyes (producing a drawing) is as wonderful in its way as anything I ever saw for bad

drawing. 1059. Is that a copy of a set of examples which are used in all the schools in the kingdom?—Yes; as a rule, I should think no schools are worse supplied with figure examples. We have, on the one hand, these outlines from the figure, which are often wrong, and never in good taste; they

are frequently in bad drawing; that is for copying an outline from the flat. On the other hand, in the finished drawings of the living model from the flat we have the drawings of Mr. Mulready, the most perfect things in the world, probably. There is this disadvantage arising from that: you cannot tell a student, after doing those examples, he is to draw in that way from the living model; if he were to attempt it, of course a dead failure would be the result. Another difficulty is the difficulty of obtaining the Mulready drawings. I suppose schools apply for them frequently, but they are few, and if they are in circulation you approach got them. cannot get them.

1060. Have you a figure class in your school?

I have.

1061. Is that upon a satisfactory footing?— No; the casts, as a rule, are very much worn. I suppose it is very difficult to have always good

1062. You say that you have a class for figure drawing?—Yes.

1063. Is that class in a satisfactory state?---Very, I think. I am very well satisfied with it.

1064. Have you a life class?—Yes.

1065. Do you find the arragements of the Department hamper you with regard to the life class?—I am free to have the class, but I cannot hope to obtain payments by results from the members of that class for some years, certainly not in their studies for the figure. I could turn them out of their way now and then, to pick off an elementary medal on the road here and there. But I do not choose to do that, because there will be no gain cf power to the students, and it will be turning them aside from their regular course.

1066. To pay yourself from the students in the life class it would be desirable for you to drop them from time to time, to let them attend to the other studies which you think would be less beneficial to them?—Yes. I cannot hope to make a man who has only drawn from a head succeed at once as a life student; I cannot hope that he will do that at least under two years; he will probably take much longer.

1067. Have you a special class for designers? -I have from time to time had special classes for

colour and design.

1068. Are those classes much valued by the persons in your district?—No, not exactly in the district; they have been valued by the students who attended them, but they have been few in number. Of course there is a great deal of labour in the preparation of examples and other matters.

1069. Have they been designers for particular manufactures?—Generally speaking, they have been such people as glasspainters and decorators of interiors of churches, and there has been one

1070. Do you find that the regulations of the Department at all hamper you in conducting these classes?—I can only obtain three medals however large the class is; I can have no examination paper for design, or for the figure, or for many things which I think might be intromany duced.

1071. What do you conceive to be the great object of the Schools of Art?—Theoretically, I take it that we are to train designers, and to raise the national taste by spreading good principles of art as broadly as we can.

1072. Therefore, if you have trained a large proportion of your school to become designers,

house-painters, machinists, pictureframe-makers, and a host of others all wanting to learn something peculiar to their calling, and of which they can see the immediate use. Their continuance in the school depends on their wants being satisfied."

1039. Chairman.] Do you consider that the results which are shown are by these examinations are a proof of artistic power or of great painstaking on the part of the students ?- Generally speaking, I should say that a school which made much money out of results was an elementary school, more or less, and that more medals will be taken in the lower stages of instruction than in the higher. In the case of the prizes, of course the second-grade examination paper is a very low thing compared with a design for a medal. If a man has a very large class to attend to of the lower kind, such as the second grade or elementary outline, he must neglect more or less the upper classes. I should think that as a school advanced, and as its courses of study become higher, its results in those stages would be less.

1040. Do you think that a school which, in proportion to its size, is carrying off a good many medals is likely to be a school the students of which will be distinguished as artists?—No, I

think not.

1041. You think that these medals will be usually carried off in the elementary stages; do you consider that they will be carried off by minuteness of work and laborious finish, or that they will be a test of the general power of drawing?—They will show minuteness of finish and neatness, that being one of the principal objects aimed at. All the test-examples which are offered to us for copies contain a great deal of work. I should say that a school may possess a great amount of general power, widely spread throughout its classes, and be a better school, although taking fewer medals, than one which makes most wonderful drawings for the medals.

1042. In order to make those wonderful drawings, would it not frequently happen that an immense proportion of time would be spent over the working-up of a few medal drawings?—That

must be the case.

1043. Are you aware that it is a complaint upon the part of many masters that the students are induced to spend an enormous amount of time, upon very high finish in their drawings?—Yes; all those masters whom I know personally, and who have had an artist's training, complain of this.

1044. Can you at all say what space of time is spent over some of those drawings?—Sometimes a whole summer of a student's time is spent in making outlines from flowers and foliage; hence the most wonderful result is produced, but it is one that does not manifest a very great amount of

drawing power.

1045. Have you had instances within your own knowledge of students in your own school who have taken an inordinate length of time in working up drawings for medals?—Yes. This year I have a female student who has taken 10 months to make a drawing; she has missed the medal; no inducements of mine could persuade that student to work faster, or to leave the drawing.

1046. Were the drawings which gained the medal over her drawings which were done in less time?—I can scarcely say; I have not examined the list with sufficient accuracy to know whether any medals have been awarded to drawings over

her head.

1047. Have you any reason to be dissatisfied with the system under which a certain number of test-examples are sent down to be copied in all the schools for taking the medals or passing the various stages?—Yes; I think it is not necessary. It may be necessary to have one example prescribed at the beginning of each year for all the students to work at; but it is most essential for the masters' and students' comfort that that example should be changed from year to year. I think that applies to all the stages.

1048. What is your objection to that?—This state of things arises: a student has missed a medal, but he feels that he has the power of gaining it, and he sets himself to the same drawing again; that is one disadvantage. Another disadvantage is that from our teaching always the same thing, without any diversity, the students come to think that nothing can be finer and better than that drawing for the medal, which is a mistake.

1049. Are the test-examples so very superior that it would be an advantage for a student to look upon them as the ne plus ultra of work? -Some of the copies are graceful, and some are very bad. Here are (producing two drawings) two copies of an early stage, namely, copying from the flat in ornament; there is a great difference between those copies. As my school was quoted as a school which had sent in drawings after a great deal of time had been spent upon one of these examples, I may speak of it. I have two copies here (producing them). These two copies are in competition together in the same stage: the one is graceful, containing fine curves, and free and flowing lines; and the other is a mass of small cramped work. I cannot see that the two things compare at all together. The reason why we have sent in so many copies of this drawing is this. Last year the inspector gave medals to two drawings done from this copy (pointing to the Trajan scroll); therefore this year every student wanted to do it. The other was neglected, and I think only two drawings were sent in this year of this Tarsia. Last year they obtained medals for the Trajan scroll, and the Tarsia was passed over. The consequence was that there was a tradition in the school that the one drawing brought medals and the other did not, and I could not induce the students to draw the Tarsia.

1050. The small copy seems to have an enormous amount of work in it?—It has an enormous amount of small cramped work in it.

1051. How long do you suppose it would take an average student to do that small copy?—A sharp student, two months; an average student, four months.

1052. Do you think it an advantage to an artizan that he should be required or encouraged to spend four months over a small drawing of that kind in finishing it up?—I think that must depend upon his age. If he were a man who was out of his time as an apprentice, and who was getting on as a workman, I should not encourage him to do so at all; but for a boy, I should think it would not be much loss to him.

1053. Are you satisfied with the mode in which the examination is conducted for the second-grade paper?—The mode is very simple, and I have nothing to say against it. The pupils sit down, the papers are given out to them, and at the end of an hour their papers are collected. As regards the examination papers themselves, I could say much against them.

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1054. What

did not fulfil the conditions of the first part of your question; he had had previous instruction, though not in an Art School; he had a general power of drawing which he brought with him. Generally speaking, it would require from 12 months to two years, and I have even heard of an instance of a medal drawing having been three years in progress.
1027. Do you mean a single drawing that was

being prepared for the medal?—A single draw-

1028. In what stage or group was that?—It was in the stage of shading from the flat, copying a lithograph; the lithograph was probably a very had one, and that added to the difficulties of the student; but the case is, I believe, unquestionably true that the student was three years upon the drawing.

1029. Was that an artizan?-I do not know what was the social condition of the person. One school reports that artizans without previous knowledge of drawing can do medal drawings in six months; nine schools say they can do it in 12 months: 12 say in two years, and 10 say more than two years; one master says it requires from three to five years.

1030. I suppose the students would be able to take medals in some of the lower grades much more quickly than in the more advanced grades? -Certainly; as a rule, artizans do not rise to the

advanced grades.

1031. I suppose that in the general run of schools it will be found impossible for artizans to get medals in all the grades?—Yes, certainly.

1032. Do you think that they will therefore get them in the stages of figure, for instance, or design?-Very seldom; in elementary design they may: it is easy, and a few broad hints from the master will enable a shrewd student to produce a very fair design. It is a comparatively easy medal to take, so that artizans might take medals in that stage of elementary design. But to make good designers of them, I think, would be

a long and very difficult task.

1033. If a master lays himself out to get the largest payments for results, will it not be necessary for him to exercise some ingenuity in so directing the studies of his pupils as to get them to try for medals in the right classes and at the right times?-It will be extremely difficult; I cannot imagine a master in a worse position than having to go round a school of carpenters and masons to induce them to take medals. There is a great deal of natural inertia in those men, and, besides that, a great prejudice against the advice of anyone who would, in their opinion, benefit by their taking it; I suppose they learn that in the workshop. The result is, that it is extremely difficult to get a man to move out of his course, or what he thinks is his course. For instance, a carpenter comes to the class and will do nothing but drawings of floors and doors, because he thinks they will be useful to him; we can give him a general idea of plan and elevation, which will include those details as the greater includes the less; but it is most difficult to get him to depart from what he thinks good for him. Therefore I take it that to persuade such men to work for medals will not be a very easy thing for the

1034. A man will become suspicious if he finds that he is set down to something which not only does not appear to him at first sight useful to himself, but which he knows is remunerative to

the master?—Yes, and worse than suspicious: I think he will become rebellious; he will not do

1035. Do you find, or do you know from your communications with other schools whether it is generally found, that the artizans are anxious to devote themselves to particular branches of study, and that they rather revolt from the course of the Department?-In one case I have a note from a master, in which he says that he has obtained success in the classes in general by ignoring the Department's course. I think I can give his words to show that; it is a letter from the master at Taunton: "Our school has suffered much from adhering too closely to the course of instruction laid down by the Department. I have therefore introduced a different course, namely, drawing direct from nature, and I find my classes have very much increased in consequence.

1036. Mr. Arthur Mills.] What is the date of that letter?—It was written within a month from this time; I cannot tell the exact date.

1037. Is that from Mr. Gunn?—That is written

by Mr. Gunn.

1038. Mr. Maguire.] Has a master the power of doing that which the master in that case says he has done?-I think so. If he chooses to put up with the loss which it will occasion him, I think he is free to do so. Then Mr. Newton, of the Durham School, writes: "Artizans, upon entering the school, naturally enough wish to pursue a course of study bearing directly upon their trade. In the freehand stage of outline drawing, which forms such a useful course of training to the eye, hand, and taste of all handicrafts, artizans comparatively early arrive, as they think, at a useful degree of proficiency, when they are anxious to proceed with studies that are likely to be more practically useful to them, rather than that they should devote a long time to the (to them) tedious preparation of a large specified example on the chance of obtaining a medal; indeed, should this be urged upon them, it is more than likely that they will leave the school in disgust." The master of the Halifax School says: "They will not remain at all, unless their direct and immediate wants are satisfied, and they do not like entering on any long course of systematic study." The Carlisle master says: "Artizans are always fearful that we are not doing the best we can for them, as the course recommended in many instances is too tedious, and does not seem to them to have reference to their particular trades. I may state very positively that they do not care to follow the Department's course, and I know that it has a bad influence on their attendance. This evil will be multiplied a hundredfold under the New Minutes." At Burnley the master says: "If I were to insist strictly upon carrying out At Burnley the master says: the Department's course, I should soon find empty benches." The master of the school at Newcastle, in Staffordshire, says: "They are reluctant to follow the course of instruction, as it is useless to many of them. And here I may remark, that where a master works his students, conscientiously to carry out the spirit of his appointment, he will have low results at the examination, although, at the same time, his school may be in the best possible condition. This may seem paradoxical, but it is my experience." The master of the Birkenhead School says: "In 19 cases out of 20, an artizan enters the school with the view of acquiring knowledge that bears immediately on his trade; stonemasons, shipwrights, carpenters,

house-painters,

1004. Could you give any reason why the day and night work should not be brought into competition ?-In the case of painting from the living model) for instance, in the painting of a head), the colour of the gas has a very strong influence upon what is produced in the evening classes. It is the same in monochrome of black and white in which brown is used; it is impossible to see the yellow of the brown at night, but this at daylight appears in patches, and there are many other such

1005. Mr. Maguire.] Is that the only reason? -Yes. In chalk work it is the same very much, and the shadows upon casts are very much blacker at night than in the daytime; they might be mis-

taken by one who is inexperienced.

1006. Chairman.] Speaking broadly, I suppose the day-work is the work which will not be paid upon, and the night-work is the work which

will be paid upon?—Yes.
1007. Therefore, the complaint that day-work ought not to be brought into competition with night-work might also be considered as a com-plaint that the work which will be paid upon ought not to be brought into competition with the work which will not be paid upon?-Yes; I think there should be a separate award, speaking generally, for ladies' classes and artizan classes.

1008. Do you think it is a hardship that persons in the superior classes should be allowed to come into competition for medals with persons in the inferior classes, and should be allowed to carry off those medals, and yet the master not be paid upon them?—Yes; it is so, certainly. It might happen that artizans and members of the ladies' class might be in competition for the same medal; and in that case, certainly, the chances are in favour of the ladies, who have, generally speaking, good taste and light hands, and a perception of form of a more delicate order than an artizan would possess. It might happen that their drawings being so much better would keep the artizans from the chance of getting a medal.

1009. Might it happen in a school that the master having brought 10 or 12 artizans up to a point quite equal to the medal point, may nevertheless receive nothing upon them, because he has brought three or four ladies to a point above that to which he has brought the artizans? -Yes, and it is quite likely to be the case.

1010. Which class would have given him most trouble in teaching?—Certainly the artizan class.

1011. Should you call that a system of payments by results?—It is a very partial view to take of actual results.

1012. Hitherto, what has been the gain to a school in consequence of obtaining a certain number of medals?—It has seemed that a school which had a great many medals was a more successful school than one which had few; the members of the ladies' classes were not unwilling to receive medals, and worked readily for them.

1013. It was, therefore, no disadvantage to a school that the ladies and gentlemen should compete for those medals, and obtain them, to the exclusion of the artizans who were unable to compete with them?-It was no money disadvan-

1014. For the future it will be a money disadvantage, will it not?—Certainly.

1015. Supposing that a committee of a school is anxious to encourage a particular kind of teaching, for the benefit of the locality, do you think that it would be unfair that the master of 0.53.

that school should only be paid upon a limited number of those whom he brings up to the standard which the committee require?—I think it would be very unfair, as not representing the results of his work.

1016. Supposing a school to contain 400 or 500 pupils, as I understand, it could not obtain more medals than might be obtained by a school with

100 pupils?—That is quite true.

1017. Yet the labour that the master would have to go through would be much greater, would it not, in the large school?—Very much greater.

1018. Taking the mode in which payment upon results is made in the primary branch, is that analogous to the system pursued in the Schools of Art?-I am not sufficiently acquainted with it to compare the two.

1019. Are you aware that the system in the primary schools is this, that the payment is made upon every child in a school who comes up to a certain standard; would you think that a more satisfactory system than the system which is proposed for the Schools of Art?-Very much more so; if payments were made upon every student in the artizan class, that would make it much fairer.

1020. It has been said, in answer to the objection raised by the masters, that the ladies or gentlemen who may gain the medals without gaining you any payment upon them have paid higher fees; do you consider the fact of their having paid higher fees a full answer to the objection?—That is an answer in cases where they do pay higher fees; but there are many persons who pay the fees of the artizan classes who are not what would be called artizans. There are clerks in the receipt of 15 s. or 20 s. a week, while many artizans are in the receipt of 21. or 3 l. a week.

1021. Are there any persons in the evening classes who are not entitled to receive payment upon the medals?-Yes; in some schools there is a large proportion.

1022. It would be necessary, would it not, that they should fulfil the definition of an artizan in order to entitle you to the payment?—Yes.

1023. Are you aware whether the definition of an artizan is one that is strictly observed in the different schools? — No: there has not been sufficient experience, I think, of the working of the New Minutes to enable me to answer that question. This definition of an artizan I had from the mouth of Mr. Bowler, that we were to consider an artizan a man in the receipt of daily wages, not an employer of labour, as I under-

1024. It is at present the practice, is it not, in the schools for the students to enter themselves as artizans, or under some other designation?-We do not inquire what their occupations may be; they enter the artizan class, pay the fee of 2s. a-month, and take their share of the master's instruction with the other members of that class.

1025. Do you know whether the sons of master-tradesmen enter themselves as artizans in many cases?-Yes; I think they may fairly do so, as, in all probability, they will become workmen in some branch of industry or other.

1026. How long do you calculate that an artizan who has had no previous power of drawing would require to be under instruction before he could qualify himself to take a medal?—I have had one instance of an artizan, a carpenter, who took a medal in two months, but then he

Department, inasmuch as figure classes are disouraged by the Department. I cannot imagine a designer of the highest class becoming so unless he has a competent knowledge of the figure.

1127. In what way do you consider that figure plasses are discouraged by the Department?—I hink they are indirectly discouraged by the preent system of payment by results, because a master must wait a very long time before he can hope to train his students to such a pitch of per-fection that they may obtain medals in figure tages. Therefore, it is against a master's pecutages. plary interests to put men into the figure classes. That is one discouragement. I have also intances in which direct discouragement has been ffered by the Department to the figure classes; nasters have been recommended not to have those lasses. A complaint has been entered against ny teaching at Lambeth upon that score. I had figure class, the students of which were workng at a model, and the complaint was, that they vere working at work which was beyond their ower.

1128. You are aware that the Schools of Art re said to have produced some very good deigners, is not that rather inconsistent with what ou say as to the failure of the schools to develop esign?-I presume you allude to a statement nade by Mr. Cole, which I heard the other day. think that the list of men that he gave consisted, lmost without exception, of students of old chools of Design, who were, therefore, not products of the present system; that struck me when heard their names. I have here a long list of men, men who have made a mark in the world; they are all old students in the Schools of Deign. I know that in the evidence that was taken efore the Committee in 1849, Mr. Cole said he believed it to be impossible then to point out any first-rate designer who had derived his instruc-tion from a School of Design. I believe that all of those men are, in their way, first-rate designers, some among them are very high-class designers, and others less so. They are all students of the old Schools of Design. To set against such a list as that, we have many men in manufactories now who have been reared in the present schools, but their design does not go so high as the highest class of design. It does not, as a rule, include figure design.

1129. What is the list which you speak of; is a list of men who are eminent in design, who ave been instructed in these schools?—It is a list of old students who are now engaged in Art occupations; Mr. Cochrane, an architect, Mr. Barry, also an architect. I do not know whether Mr. Barry is dead. Mr. Leonard Wyon, medallist at the Mint; Mr. Armstead, a designer for Elversmith's work; Mr. Phillips, a stone carver, employed by Mr. Scott: he has premises of his ovn. Mr. Octavius Hudson, ornamentist, employed on the restorations of Salisbury, Chester, flly, and Hereford Cathedrals; a man of profound knowledge in mediæval design, and been a lecturer at Kensington. Mr. Ruddock, a stone carver and sculptor; he has exhibited the Royal Academy. Mr. D. Pearse, a de-Signer of glass and candelabra; his premises are near the Regent-circus. Mr. Strudwick, a designer of candelabra; he is designer at Messrs. Pellatt and Green's. Mr. Bevis, the chief designer at Messrs. gner at Messrs. Trollope's; a man who has ade Messrs. Trollope's name. Mr. George, the ornamentist, who is employed by Mr. Cole-0.53.

man, the decorator. Mr. Green, who is also at Messrs. Trollope's. Mr. Harv carpets for Messrs. Morant's. Mr. Harvey, a designer of Morant's. Then there are Wills Brothers, the designers of the drinking fountains that have been erected so much lately. Mr. Jefferson, an ornamental designer in iron work; he exhibits at the Royal Academy. Rawlings, a designer for Berlin wool in Regentstreet. Mr. Julian Portch, designer in wood, who now illustrates for "Punch." Mr. Ford, a porcelain painter; and Mr. Ireland, a designer: he has been employed by the Antiquarian Society. Dr. Dresser, an ornamentist. Mr. Nickerson, a designer. Mr. Cuthbert, a painter; he has been employed upon large works for the Department at times. Mr. Aldridge, a designer for paper hangings. Mr. Long, a designer for stained glass; the brothers O'Connor, the glass painters, were also students; Mr. Abercrombie, a wood carver; Mr. W. C. Wylde, a paper designer; Mr. Adams, a gold medallist at the Royal Academy for modelling; Mr. Duval, an artist; Mr. Barraud, of the firm of Lavers & Barraud, the glass painters; Mr. Slocombe, a designer, and Mr. Norbury, a designer and artist; Mr. Durrant, a modeller-his original works, I am told, are still used in the Departmental Schools as examples, but I cannot point to them-I do not know them-Mr. Lingford, a designer for paper and china; Mr. Silas Rice, the master of Stoke School, who was employed in decorating a summer house in the gardens of Buckingham Palace, a very good designer. Those are all old Schools of Design men, and I suppose they were educated at the schools Mr. Cole referred to.

1130. Do you consider that there is any difference between principles upon which the old Schools of Design were conducted, as regarded the Art teaching, and the principles upon which the present Schools of Art are conducted?—I think there is a very vital difference; the master in the Schools of Design was subsidised, and, therefore, he was quite free to follow his own feeling with his students. If he were an artist, he would know that the study of the figure was essential, and he could follow it to any extent he pleased. If a master does that now it is at his own loss.

1131. Are you speaking from your knowledge of the system of the old Schools of Design when you say that the master was left free?—I am speaking rather from tradition; I was not in our old Schools of Design myself, I was in the Royal Academy at the time they existed.

Academy at the time they existed.

1132. You do not happen to know that there were cases in which masters were removed from Schools of Design, because they did not follow the course prescribed by the Department?—I was not aware of that.

1133. You are of opinion that the present system of teaching is not one which is calculated to produce designers of the same high class as the men whose names you have been reading over to us?—Quite so.

1134. On account, as I understand you, of a discouragement or want of sufficient attention to teaching the figures and the higher classes of design?—That is quite my opinion.

1135. Have you any further evidence to give the Committee with regard to the opinion that is entertained of the comparative uselessness of the library and museum at South Kensington to the schools?—I have a mass of general answers from the country masters upon that point, the general

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tenor of which I stated the other day. It is felt also by the students training, that is, those who are to become the future masters, that the Museum and Library are not as useful to them as they should be whilst they are in training. I have here a statement which has been signed by every one of the students in training at the present time, with one exception, to this effect: "We, the students in training at the Central School, South Kensington, declare that the Art Collections and Library of the South Kensington Museum are far from affording us that assistance in our studies which is declared to be their primary object. The regulations of the Department require our constant attendance in the school during school hours, whilst in the intervals between the hours of study the Library and Museum are closed, during a great proportion of the year, on those days which are called students' days: persons unconnected with the Department have, therefore, greater facilities for using the Library and Collections afforded them than have we, the students, for whose training and Art-education it is stated they were principally intended." believe that until last July the Museum was not used for examination purposes; it was used then only in one section, for work that had to be prepared for a high certificate in the class of historic ornament, and students were required to make sketches in the Museum for that work, but no examination was held upon the objects in the Museum till last July.

1136. As you are speaking of the dissatisfaction which exists on the part of the students in the training-school upon that point, can you tell the Committee, from your own knowledge of the state of the training-school when you were in it, or from what you may have known of it since, whether there are any other causes of complaint which the students in the training-school have? I can speak of it from my own experience; I was there for three years. I entered it as a student from the Royal Academy, anxious and willing to draw and paint the figure. For two years Iwas not allowed to touch a brush; I was employed wholly in mechanical and architectural drawing, a work which was particularly disagreeable to me. I consider that my school must have lost a part of my power in consequence of my being obliged to lie fallow so long. That is generally the case; the students have not sufficient facility for studying as artists.

1137. Do the students complain at all of their loss of time in teaching in the parochial schools? -They complain very grievously. I have a table here, from which it appears that one man has recently been employed for some time past in teaching in eight parochial schools. Those schools, I presume, bring the Department 5 l. each; so that, whatever pay that man may receive, he earns for the Department 40 l. a-year by his parochial teaching.

1138. When it is stated, then, that a master costs the Department a certain sum for training, do you think that the amount which he earns by that teaching ought to be deducted?-Surely it ought; it brings hard cash to the Department; payments are made by the parochial schools to the Department for the work which that man does in the parochial schools. I have a case here of a man who, in four years, has received 221 l.; he has given 780 lessons in different schools, and has been employed 1,344 hours in teaching; so that he may consider that he is paid 3 s. 31 d. per

There are a number of similar hour's lesson. I will take the case of one student a Mr. Macdonald. He tells me that he joined the training-class in February 1859, and was in mediately put in charge of three parochial schools which occupied seven hours a-week of his time three hours in teaching, and four in travelling At the end of two sessions he was relieved of his parochial teaching, and made a pupil-teacher in the Architectural Room, teaching students who pay fees. It would be difficult to say what proportion of his time was occupied in teaching in this position, as he had to be con, tinually in the room and be ready to give assist ance to any student who was in want of it, and at the same time to pursue his own studies. Ha says he considers that at least eight hours a week would be under the mark. On being relieved of this duty, after two or three sessions, he was made a pupil-teacher in the Elementary Room, wherea similar proportion of his time was occupied in teaching. For the last four sessions he has given one lecture a week in the Central School, on geometry and perspective, to students who pay fees. He considers that he gives teaching to classes who bring remuneration to the Depart

1139. Have you any further evidence to give with reference to the complaints against the examples used in the schools?-I have one general complaint to make, namely, that the examples are bad; and some particular complaints that, in some stages, there are no examples at all. A large class of artizans is composed principally, in our neighbourhood at least, of engineers and men engaged in the building trade, such a masons, bricklayers, carpenters, joiners, plumbers, and men engaged in doing all the work that is required to build a house. The Department offer an examination and a prize for a successful examination to an engineer for mechanical drawing, but it offers no inducement to a man engaged in building. It offers a medal for engineering drawing, for a drawing done from a machine, but it offers no encouragement to a builder for a drawing done from a house. The only medal in that section is for architectural design, and I think it is obvious that it is impossible to educate a bricklayer to such an extent that we can get a architectural design out of him; that is to say, design for a public building, or for a good-looking house. We can teach the construction of a house, but not the design; that belongs to an artist, to an architect. I think there is a great want of medal in that section; and some stimulus and encouragement is wanted, by means of an examination, to the large class of men who are engaged in the building trades. Then we have no disgrams of design that I am acquainted with. We have very expensive books, but even the best of them (I suppose Owen Jones's "Grammar of Ornament" is the best, or one of the best, to be consulted upon many points) is a book to which you can refer students, but not a book upon which you can give a class-lecture. There fore I think there is a great need for designing diagrams.

1140. Are you satisfied with the examples is the figure stages?-I stated to the Committee before, that the figure examples in outline I think are vile: that is not a mere matter of opinion, is a thing which can be demonstrated; they are often wrong in anatomy, and wrong in proportion, besides being drawn in a style that is particularly

tasteless

asteless and untrue. It does not help a student his after-studies to have drawn one of those

xamples. Mith regard to the examinations, do you ear any objection expressed as to the mode of ayment, upon the examinations of children in he parochial schools?—Yes. There is a very ingular inconsistency there. The Department eclares that it wishes to pay upon results; one aturally expects, therefore, that all the results ne obtains, in the recognised classes, will e paid on, but that is not the case. Take the ase of a child in a poor school; if he takes two rizes in the first grade (that is, in the grade of xamination calculated for that child), payment only made upon one of those papers. Again may, and frequently does, happen that a boy, ho has taken a first-grade prize in freehand rawing this year wishes to take a second-grade rize for freehand drawing, and is also able to take eometry: but he is not allowed to go in for two rades in the same year; he must wait till next ear. Supposing a master thinks a boy is forward nough to try for a second-grade prize as well as first-grade prize, it would certainly be an enouragement to the lad to gain a second-grade rize; but the master receives no payment for aving taught the boy up to a grade which would, ithout such teaching, have been above his ower, and which is above the average of boys t his age.

1142. Then it appears that it is a payment pon results, provided that the results are not good, is it not?—Quite so. It is a payment pon one paper, and only one paper, in a low rade, and does not admit of any extension upparts; if such an extension is made it is the

naster's loss.

1143. Do you consider an examination once a ear a sufficient test of results?-Very insuffiient in poor schools. In the first place, the verage time that a child remains in school, I am old (it applies to the Lambeth School, I suppose), under a year (11 months); that shows that here is a constant change of children. I should y that when my children are examined in farch, I only obtain a chance of testing those hildren who happen to be in the school at that me; hundreds, or at least a hundred, may have rived at the standard of excellence before that me, and left the school. The only fair way of sting the results of teaching in these schools, is have a more frequent examination, a quarterly, r a monthly one, which may be held by the Art-master instead of by the Inspector.

1144. Have you any results to give the ommittee to show that the examination is untisfactory? I think you stated that it is condered unsatisfactory in some cases?—It is unsatisctory in respect to what I have just mentioned. have here a paper giving the results of my xamination which is just past, from which I find that 26 children took 39 papers: the master receives payment upon the 26 children, and not on the 39 papers, which are results. I will ke another case: in another school 28 children 60k 32 papers; in another school 24 children 60k 25 papers. Therefore you see it happens that, in spite of these discouragements, masters are loth not to let a boy have two chances; and so it constantly happens that a few boys will take a great many papers. With respect the second-grade paper, I understood Mr. cole to say that the parochial children 0.53.

had not arrived at such a pitch of profi-ciency that they could take second-grade papers. I have here the facts of this year's examination: 15 second-grade papers have been taken by children in 10 schools; they have been actually taken. But those results will not be acknowledged; the masters will receive no acknowledgment of them of any kind whatever. If a boy obtains a prize in the second grade, he obtains the prize, and there is an end of it. The master, for coaching those boys up through such a difficult examination for them, receives no acknowledgment. Generally, with regard to these second-grade papers, I would say that the mechanical examination paper has been perverted from its original intention. It now becomes a very difficult test of geometrical knowledge, both of solid geometry and orthographic projection, which we can never hope to give to our masons, bricklayers, and engineers. One of the last papers was really a deeply scientific paper, and not one of that class of men could touch it, although they had been well prepared. I think they have a high degree of general knowledge, but they could not understand the technicalities in that paper: it was the case of the ungula, upon which a question was asked on a former Another point I might mention is, that in the free hand section of the second grade, examination papers of various degrees of difficulty are used in the same school at the same examination. At the last examination at Lambeth there were an easy and a difficult freehand paper: 16 of my students chanced to get the easy freehand paper, and 7 of them took prizes; 7 passed, and 2 failed: 34 of my students chanced to get a difficult paper, and not one of them got a prize; only 2 passed, and 32 failed. I cannot think that these students competed upon equal grounds. I mentioned it at the time that these papers were given out, to the inspector, Mr. Wylde, and he said, "It is all taken into consideration; the different degree of power required is taken into consideration; you will find that the same proportion will pass in both cases." But I noted the students at the time, and the result has come out exactly as I anticipated; the difficult paper completely floored the students. There is another point which I wish to mention; most extraordinary results came out from the examination. There is one case (the case of Birkenhead), where it happened that a small child who was proposed for the first-grade examination, by some accident, got into the second-grade room, and without any fear sat down and took the secondgrade paper; and she has been one of the two who have come out with a prize out of nearly 70 papers executed.

1145. What do you infer from that?—That there must be something wrong in the examination of the papers; that is the master's inference. He has laid a complaint or a representation of the case before the Department, and I have his correspondence here. He chose the students carefully, and he could not imagine that that child could do a second-grade paper. With respect to another point, the mechanical examination papers were stated to be set from Mr. Binns' book (the Rule of Thumb Book, as it was called); that has certainly not been the case with the papers that have been lately issued, as the subjects are entirely

different.

1146. Mr. Lowe. You were brought up, I think you say, at the training-school at South Kensington?

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Kensington?-I was brought up at the trainingschool at South Kensington.

1147. How long were you there?—I have no record; I think I was there about three years.

1148. In what year did you take your certificate?-I have no notes here; the first certificate I should think I took in 1856.

1149. You took a good many certificates, did

you not ?- Four certificates.

1150. During that time did you pay anything for your instruction?-From March till October I paid nothing and received nothing; that was in

the year 1856.
1151. I mean during the time that you were a student, before you got your certificates ?- I was never a student in the schools, only in the train-

ing class.

1152. Were you not a student in the training

Konsington?—No; I was a college in South Kensington?-No; I was a student in the training class, but not in the School of Design.

1153. You were in the class under Mr.

Burchett, were you not?-Yes.

1154. For three years, I think you told us?-

1155. Did you pay anything for instruction during that time?—Nothing.

1156. Did you receive anything from Government?-From March to October I received nothing; after that I received 11. a week for about four or five months, and after that 30s.

1157. You stated, did you not, that you

received 230 l. altogether?—Yes.

1158. You received a certificate in course of time?-Yes.

1159. Upon that certificate, for some years,

you received payments?-Yes.

1160. Now those payments are commuted into a different kind of payment, are they not?-Yes. 1161. And you consider that a breach of faith

with you, do you not ?-Yes.

1162. Will you tell me why?-I was induced to enter the training class upon what I considered to be a definite promise on the part of the officers of the Department that, if I obtained certain certificates, and afterwards did certain work, I should receive certain fixed payments.

1163. For the rest of your life?—Yes, as long

as I did certain work.

1164. Did you find that in any Minutes?-

I found it in the Minutes.

1165. You quoted some passages from the Minutes, I think, upon your last examination?-

Yes, I quoted the Minutes.

1166. Here is the passage that you quoted: "The following are the measures which the Department is empowered to take for the establishment of local schools of science and Art. First, to prepare, train, and certify masters, &c. to guarantee them certain incomes for a limited time;" is that what you refer to ?-It is the third portion.

1167. Then it is not those words, "to guarantee them certain incomes for a limited time," that you rely upon?-No, that I think did not apply

to the certificates.

1168. "In case the allotted portion of the fees of the students is not at first sufficient to reach the required amount, and in addition to make fixed annual payments according to their requirements;" is that what you rely upon ?- That is the most important part.

1169. That you think implied that the De-

partment were bound, as long as you continued to do that work, to make you this payment? think so.

1170. You think that the Government had no power, supposing they found the existing system disadvantageous, to make any alterations in it?-Of course the whole matter depended upon the vote of Parliament; otherwise, the code issued by the Department had no power to alter it.

1171. Do you think that if the Government or the Department found the system working badly, it would have been a breach of faith on their part to propose to Parliament to alter the payment? Yes, without consulting us first.

1172. If, after consulting you, they had found that you objected, do you think they were bound

not to do it?-I think so.

1173. In other words, you think that the requirements of the public service, as judged of by the Department, must entirely give way to the claim which you consider you had under this Minute ?—Yes.

1174. Are you aware that in the parallel case of the elementary schools those certificates have been done away with, and a different form of pay. ment substituted ?-Yes.

1175. And that under the authority of Parlia.

ment?-Yes.

1176. Are you aware that those certificates were granted at a much earlier period than yours? I do not know about that.
1177. They began in 1846?—I know it was

about that time.

1178. Can you distinguish between their case and yours, and show how, although they have been declared by Parliament to have no vested interest in those payments upon certificates, yet you have ?- I do not know the exact conditions under which the National schoolmasters received their certificates. I consider that we received our certificate money for certain work which the Department asked from us, which was utterly unremunerative, and that, although that work is still asked of us, the payment which was our com-pensation for it is to be taken away from us.

1179. What consideration do you think the Government had from you for making you this promise to pay you this sum upon your certificate all your life? What had you done for the Govern ment to entitle you to such a boon ?-What I was engaged in doing, teaching Art to a mass of art zans upon certain sound principles.

1180. Then when you ceased to teach the artizans the consideration failed, did it not?-Quite

so, if I ceased to carry out my engagement. 1181. If the Government exonerated you from doing that, that part of the consideration was gone, was it not?—Yes, I think so.

1182. The Government acts like other people I suppose, upon reasonable considerations?—Yes

1183. What had you done for the Government that they should enter into such a binding obligation with you?-I had consented to change my profession; to become a teacher of Art to artizans and to qualify myself to take certain certificate with the view of teaching what I had learnt is the school, upon a certain plan which the Govern ment thought was a good plan for artizans to b

1184. And you had received some very valuable from Government, had you not ?—Yes, valuable as regards my powers as a teacher, but not at

valuable to me as an artist.

1185. You

1185. You received 230 l., whilst in training,

from the Government, did you not?—Yes.

1186. Do you consider that, the Government laving expended that money upon you while you vere in training, that was a promise to spend so much more money upon you during the rest of our life?—No, it was not in consideration of the povernment having paid me money, but, in conderation of my having given up my time; I did of consider that I was paid by Government thile I was studying, inasmuch as the allowance hich I received was not sufficient to live upon; was partial aid only.

1187. Do you view the certificate as an assistnce intended for the master by Government; is

hat your notion?-Yes.

1188. In order to raise the master's salary igher than it otherwise would be if there were

o aid from the Government?—Yes.

1189. Your claim is, that your salaries are to e raised to an artificial height by the action of jovernment; that is what the masters ask, is it ot?—Yes. With regard to the word "artificial," may observe that it can never be raised to any reat extent. I could never be demoralized by y large income received upon that score, as it vas limited to 50 l. a year.

1190. You mean to say that you claim to receive ut of the funds of the Government a larger income han you could obtain in the market, if Governnent did not interfere; is that your claim?-(o; I think if I were allowed to go into the narket, with my power as a teacher, I should do ery well, and not require any help; but I am ot allowed to go free into the market.

1191. Why not?—Because I have to teach

rtizan classes at certain fixed fees.

1192. You may cut yourself loose from the government altogether, and set up as a private eacher, may you not?-Yes.

1193. Then you do think that Government is under an obligation to you to raise your income o a higher rate than you would get in the open narket?—I distinctly think so, so long as I am

engaged in doing Government work.

1194. Do you find anything in the Minutes to declare that it is the object of the Government to raise the incomes of the masters to a higher ate than they would otherwise get?-No, there s no Minute which treats of the income which a master is to get.

1195. The Minutes constantly say, do they not, that it is the object of Government to assist local

Schools of Art?—Yes.

1196. Your claim is, that the money is not paid o assist the local Schools of Art, but to assist the masters of local Schools of Art?—In the first place, it is paid to assist the master and indirectly t assists the school, for he can, by that means, afford to do work in the school for which he is not otherwise paid,

1197. If the Government should think that a school could be paid in any other way, you think t should still continue to be paid in the same way, because of the vested right of the master of the school?—Yes; I think it affects his vested right.

I think it may be so called.

1198. You stated, as I understood, that the Government receives a considerable sum of money from the parochial schools?—Yes.

1199. And that the masters do not get that money?-No; the masters do not receive that

1200. What money does the Government re-0.53.

ceive from the parochial schools?-I presume 51. a-year for each hour's lesson given. I do not know whether the schools all pay that; I know that some pay it. The sum is 5%. a-year for every hour's instruction.

1201. To whom is that paid?—To the central

department.

1202. Where do you find that?-I have been the bearer of such sums of money.

1203. How long ago was that?—That was when I was teaching a parochial school in 1856

and 1857.
1204. You do not know how it stands under this Minute which you come here to attack?-I have every reason to think it remains as I have

1205. Mr. Adderley.] Did you mean to say that 5 l. was paid for every hour's instruction? For every hour's instruction per week 51. a-year is paid.

1206. Mr. Lowe. The school pays that 51.?-Yes, the managers of the parochial school.

1207. The managers pay 51 to the Government, is that your notion?—Yes, that is my idea.

1208. You complained of the examples for teaching the figure, did you not?-Yes.

1209. Have you taken a certificate for the group of the human figure ?-I have not.

1210. Have you publicly exhibited any works of Art, including the human figure ?-No; I never exhibited such works.

1211. Do you know who is the artist of the outlines you complain of ?-I do not know who was the artist. I have forgotten; but I know that they were drawn or reproduced by Mr. Hermann, the present deputy head master.

1212. You do not know who is the artist who furnishes these outlines to the Department?-No.

1213. Do you know that Mr. Herbert went over those outlines and revised them ?-Mr. Hermann has told me that Mr. Herbert was responsible for the inaccuracies.

1214. Do you think that Mr. Herbert is a sufficient authority for a public department to act upon in such a matter?—Amply sufficient; but the outlines are incorrect nevertheless.

1315. Have you, as the secretary to the Association of Art Masters, issued a series of questions to the various schools?-I have.

1216. Can you put in evidence an abstract of the answers you have received with the names of the assenting, dissenting, or neutral parties who give the answers?—They are imperfect as yet. I am still in receipt of answers, I received some this morning and some yesterday up to this time. I could do it.

1217. Will you do so up to the time when you receive your evidence to correct?-Yes.

1218. You have spoken of students not getting sufficient advantage out of the library collection; have they ever made any remonstrance to the authorities upon the subject?-I am not aware.

1219. How was their remonstrance forwarded to you?-It was sent to me by one of the students of the training class, who hoped, by means of the representation I might make, to have such a condition of things altered.

1220. Did you say to him that you thought he would do wisely if he were to go first to the authorities and see whether he could not obtain what he wanted from them before instructing you to make a complaint to this Committee ?- I did

not; it was only recently sent to me, and I brought it here.

1221. Upon

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1221. Upon consideration do not you think that it would have been better if you had done so?—He was complaining of a state of things which had been existing for some time, and we were endeavouring to get it set right.

1222. Do you think it is desirable, with respect to a Government establishment like this that a young man should be encouraged to make complaints of this sort to Committees, without endeavouring to obtain redess from the authorities of the Department?—There is a general feeling of the uselessness of making remonstrances to the authorities; we cannot get them attended to.

1223. My question is, do you think that it is desirable in the case of a Government department like this that a young man should be encouraged to make complaints of this sort to Committees, without endeavouring to obtain redress from the authorities of the Department?

—It is wrong to encourage them to make those complaints, if no ground for complaint existed.

1224. Are not all the students free to the

library ?-Yes.

1225. Do you think it desirable that they should leave their other studies at their own will and convenience to use the library?—Not at their own will and convenience, but under proper restrictions.

1226. I understood you to say that the complaint was that they were required to spend their time in the school instead of in the library?—Yes.

1227. Do you think that is an improper requirement?—I think they might also be required to spend time in learning art in the Museum and especially in the library. I believe the masters in the country do not know the library as they should.

1228. You say there are no examples in building construction?—There are no examples in the architectural section—in building construction we have some very old ones—they are quite

old fashioned.

1229. You have examples, then?—Yes.

1230. Have you not the plates of the Wool-wich course in use at your school?—I have; I can show them; they were done many years ago.

1231. Those are what you allude to as being old, I suppose?-Yes; they are old and not of the proper kind to set before our students. (producing a drawing) illustrates what I mean; this is the only sheet of staircases issued by the Department. I cannot give such an example as this to a joiner to teach him the construction of a staircase, since the scale is much too small to allow of anything being shown of the accurate construction of a staircase; it does not give them the details they want. Many years ago, I made this drawing (producing another drawing); it was traced by a student, and has been in considerable use; you will see how it has been worn by its constant use; this shows what a staircase should be; everything in it is drawn to the proper scale. I say that is a useful example, and the other one is, practically, useless; it is a mere sketch of a staircase, with absolutely no detail in it such as a joiner can learn; it is the same as with other things; the scale is wrong, and the system of construction is also wrong very often.

1232. Are there not other examples of building construction which you can obtain through the 101. and 10s. prizes?—Yes; we have been com-

pelled to buy a number. This (producing a drop, ing) is the only sheet in which a drawing of house occurs, and I think the Committee will say that one can hardly take that as an illustration of architectural beauty; that is the only illustration of a house that the Department offer Again, the scale is much too small to give a man an accurate notion of the parts and construction of a house.

1233. Do you think that in your schools it really is the duty of the Government to adapt everything exactly to your wants; and that the Central Department ought to be employed in things of that sort?—I think it is the duty of the Government to issue good copies; in fact, the very best copies that can be produced, copies issued abroad, if there are none good enough at home, for the use of schools. Lambeth require teaching building construction no more than Birmingham, of course; but we must have good building construction copies at both places, and we have bad ones.

1234. Can you suggest any steps that the Government could take towards meeting those wishes of yours with regard to the details of any

—I could do so if I had time.

1235. Those Departments are under the control of gentlemen who are not artists themselves, and who have not such knowledge as to be able toda those things themselves; what step would you have the Government take, therefore, to get the best examples they can for the schools ?—I speak without having thought upon the subject; but I think we should have at least copies of all the examples that are used in the continental schools: they should be sent to a central office here; and we masters should decide upon them as to whether those examples, or examples like them, would be useful for issue to our schools. I think if we had such a system as exists in the German polytechnic schools for the supply of copies to our schools, it would be a very great boon to the schools in this country

do better than to select gentlemen of professional reputation and ability, and put these matters into their hand?—No; they could not do better that select gentlemen of professional reputation and skill, but they should be active. We have had no new examples in this stage since the Department was a Department. I believe they were issued at the beginning, and they have remained until now. In the case of mechanical drawing, no examples whatever have been issued; and in the case of designs, only two sheets of elementary designs, which were formed upon the principle of sticking white wafers upon blue patches; they were simply discs of different diameters.

1237. Chairman.] Am I right in inferring, from what you have stated, that there is a feeling in many of the country schools, that they are rather starved in point of copies, while large sums are expended upon the purchase of works of Art for the central museum, from which they get very little good?—Yes; I distinctly know that to be the feeling throughout the country.

1238. They think that more attention should be paid to, and more money spent upon, the selection of good copies for the Schools of Art throughout the country, and less upon the purchase of expensive works for the central collection?—Yes; I think so.

1239. Mr. Lowe.] Has that ever been represented to the Department?—I do not know of

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my cases in which that has been done, but I am uite sure that it must have been represented, as en have felt it so strongly. I was present some ears ago at the only master's meeting at which had a right to be present, and there all had a there all nose made no mechanical drawing copies. that seemed to be a universal want. I suggested plan to the Department for supplying that want, by plan did not involve asking the Department by plan did not involve asking the Department But the Department or anything but the postage. nent did not consider my plan a good one, and he thing fell through. If that plan had been dopted, I think the schools, at their own costs rould have had a set of very good examples by

1240. Why do you think that the Governnent ought to interfere in assisting your school t all ?-Art cannot live without some subsidy, hat is a general principle, and I think that you an only ensure artisans being taught systematic rawing by binding a set of men to teach it?

1241. Is not the education of the artizans of a own a local matter, to be provided for by the in-lustry of that town, just like lighting or watchng, or any other local matter?—I think that is nother question; but I think the history of the ation shows that people never looked after the Art interests of their country. Probably it is ecause they concern so few members of the ommunity comparatively.

1242. Then you think that it is not a local matter that ought to be left to local agency?-I hink to a considerable extent it is a local matter hat ought to be left to local agency, and I think t is left to local agency, inasmuch as the locality

upplies the students who pay the fees. 1243. I understand you to be complaining of what appears to a man who is not an artist to be very small details; you complain that the lovernment has not circulated to your schools he right sort of examples. I cannot trace in your mind the slightest notion that it is the duty f the school to supply them to itself?—The chool cannot supply them to itself; it has no unds; the fees are not more than sufficient to ay the expenses; if it wishes to continue the dovernment course, it must obtain copies from he Government.

1244. Do you think it is desirable that the iovernment of this country should be employed n keeping up institutions that have no substanive power to maintain themselves, and that only ang upon its help and depend upon it for subistence?—That is a very broad question. I hink these schools increase the national wealth, and that therefore they are worthy of a subsidy.

1245. You think that, being to be assisted, hey ought to be assisted out of central and not ut of local funds?—Yes.

1246. Mr. Maguire.] You were asked why the bovernment should assist these schools; has not ne Government, either directly or indirectly, aken the management or control of these schools nto their own hands?—Yes, absolutely as regards ertain classes; artizan classes.

1247. And it lays down certain rules from which neither the master nor the schoolmanagers an depart, does it not?—It limits us considerbly in the fees and the time of our attendance, and in the course of study which is pursued.

1248. In fact the Minutes made by the lovernment, or the Department of Science and Art, have the effect of greatly influencing the

fortunes of the master and officers of the school?

-Yes, very materially indeed. 1249. So much so that the late Minute is considered, if I understand you rightly, to be fatal to many schools and most detrimental to the position of the masters ?- I could answer, if I might be allowed, by reading a letter from a country

school, which is a very sad one; but I think it is typical of what must happen, more or less, to many country schools. This is from the Truro School of Art; the master says: "I may as well state at once how our school suffers by the new regulations. I do not believe that we shall be able to obtain a single penny from the Department this year. We used to take about half-a-dozen medals a-year, but this year we have so few medal works done that it is useless to send them up (we do not send any). medals were usually taken by ladies, and by students that competed for free studentships. The latter will not work for medals since free studentship is abolished. Neither can I afford to spend so much time as I used to, in order to get the ladies on, as there is nothing given on account of their medals. I could afford time better when I had the certificate-money. As to prize-money on account of result of examination; I do not suppose that we shall have a sufficient number of students for an examination, as I have given up all parochial schools. Art pupil teachers being discontinued, I could not obtain assistance to teach them, neither could I myself attend the parochial schools without pay; the school managers having a claim to two-thirds of the prize-money, though they pay nothing for teaching drawing. I used to get a few pounds every year on account of pupil teachers in parochial schools, but under the new regulations their own masters prefer having the pound for themselves. Besides, if we could have an examination this year the second grade free hand example is so difficult at present that few would be able to pass. As to geometry and perspective, artizans do not wish to leave their work to take a paper for which they have no chance for a prize, unless they be able to work the two papers excellently, and even then I could have nothing for them, unless they had been in school five months, no matter how hard we work, nor what overtime be spent. With regard to 101, for the report, I should not grudge the time required for bookkeeping, were the 10 l. even secured, but they are to be paid on condition that the report be satisfactory, and of course it will not be satisfactory where no medals, &c., are obtained. I have, therefore, only to meet starvation in the best way I can. 1250. Do you think that the results described

in that letter are simply due to that which either is, or is likely to be, the result of the operation of the new Minute in the various provincial schools of the empire?—Yes; it epitomizes all the points upon which injury is felt by the schools; it has reached the extreme limit, I believe, in this case, but it would have the effect of shutting up many schools.

1251. Did these Minutes come by surprise upon your school managers, and upon yourself; I could answer that better if I were a country master, because in London one hears rumours.

1252. Had the country masters any knowledge of such a change being about to be made?—I think not; they were not consulted in any way before the change.

1253. Do

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1253. Do you think it would have been wise for a Department that took credit to itself upon the increased number of Art students throughout the country, to consult the managers of local schools, and see whether certain changes would be attended by a beneficial or the contrary result? -I think it would have been a very necessary step to do so, and only a civil thing to do.

1254. Leaving the civility and courtesy aside, do you think as a matter of absolute necessity that it would have been right; that there should have been such a communication with the schools, in order to understand the necessary or probable result of such a change?—I think so; the local schools must know more of the requirements of their own locality than the Central Department.

1255. Has not the wise interference of the Government in Schools of Art in assisting them and getting them under a central management, had this effect, that private teaching is very nearly destroyed throughout the country ?-I do not think it has had that effect. My experience is, that the more opposition a school gets, the more the numbers in the school increase; and I would say, as an illustration of that principle, that I think many of my head students have become teachers of drawing in my neighbourhood, and have forced a way for themselves in consequence of the school having given them the power. do not think that in my district private teachers have suffered at all.

1256. What is the opinion that you form upon this point, from your communication with the provincial districts?—I have not asked that question of them directly. I have understood that in some towns, the smaller towns especially, it has taken the living away from the local drawing masters; but I have no evidence upon that point.

1257. One of the great objects, I think, of the Department, and of the whole system, would be to encourage designers, would it not?-I think that was the chief aim of the Department, at first.

1258. At present are designers excluded from the benefits of the schools by the new system?-

No; they are not excluded.

1259. How are they affected by it?—In the same way as the large class of figure students will be affected: their results are limited; they are few in number; there is a special gratuity made to masters on behalf of designers. So far I think it is good: but we have had no opportunity of testing its working.

1260. Is not that a class of students who ought to be encouraged?—I think so, as contributing to the National wealth. That they do so was seen in the Exhibition of 1862, where, in fictile manufactures, we took, I think I may say, the

first place in consequence of our good designs.
1261. You showed an example some time ago, and stated that it was the only example which contained an elevation of an ordinary house. Have you elevations of cottages or mansions?-No others than the one I produced, and that is a barrack.

1262. Could anything be more hideous than that?-It would be impossible, I think.

1263. Do you think that that is a proper example to set before students who are to cultivate taste and form; would you expect advance and progress in architectural science from students so instructed?-I think nothing could be worse, and that is the favourite copy in the schools; masters find it is the very best they have

of the whole set, inasmuch as it is the only on which treats of a whole building.

1264. If that example had any influence upon the schools throughout the country, and upon the taste of the whole people, do not you think the it would be very prejudicial to the country? Yes; if houses were built upon that principle would ruin the appearance of our towns.

1265. Have you any designs of cottages

mansions?-None whatever.

1266. With regard to the National Medallion have you ever heard a complaint as to the character of that medallion?—Never.

1267. Do you know that remonstrances have been made with regard to the nudity of the

figures ?- I never heard it.

1268. With regard to the alleged breach faith, do you know that it is the opinion managers, as well as masters, throughout the country, that the withdrawal of the certificate money is regarded in that light, namely, as breach of faith?—I know it to be so with manager as well as masters.

1269. Do you know that the feeling on the part of managers is quite as strong upon the mat ter as the feeling on the part of masters?-Yes in the case of those managers whom I have been communication with, I know it is quite as strong

1270. Is not a greater injury done to the master who has most advanced himself by greater labour and devotion to his art, in comparison with other masters?—Certainly. A man who ha only one certificate obtains an equivalent for the former payment in receiving the 10%. for the report he sends in; he is safe: a man who he two certificates will for a short time probably make money by the new arrangement; so far he has nothing to complain of pecuniarily. Per haps it will be an even thing for some time to man who has three certificates. It must be loss to a man who has four certificates, and o course it is a heavy loss to a man who has five It distinctly discourages those men whom the Department trains highest.

1271. Therefore the greatest injury will be done to the man who has devoted most labour

advance himself?-Yes.

1272. The substitution of local scholars for the pupil-teachers has been considered injurious has it not?-It has acted in this way: a day of two ago the men that wished to become local scholars came to me, and one of them said, "Who guarantees me my income?" I could only say. "I do not." They say, "We cannot act unless we have a guarantee; we cannot take this upon our own responsibility, and the sum of money too small; you should not ask us."

1273. A pupil-teacher received 201., did h not?-Yes; a pupil-teacher received 201., and local scholar receives a conditional 25%.

1274. Upon results?—Upon the number h has in his teaching.

1275. If he teaches 100 children he received

21. 10 s.?-Yes.

1276. Is it very likely that a local scholar in a provincial town would teach many more than couple of hundred children ?- It is a very limited section indeed; it seems that we have forced to its utmost limits. I cannot imagine that it capable of very great extension beyond its present limits. I do not know the number of pare chial children taught in the provincial towns, but I should think 200 children would be about the allowance for each pupil-teacher." 1277. I

1277. If you supposed it to be 300, or even 40), would the payment upon such results as that be commensurate with his labours?—Cer-

tainly not. 278. The change so far is prejudicial then? Yes; these men take the offices at a loss, eiving, in return, the advantages of the Cen-School teaching, and the run of that school in the daytime. I have a man who gave up a ary of 100% a-year for the conditional 25%. the opportunity of study in the Art-school for two years.

279. The sameness in the examples sent from the head-school to the schools in the country has en complained of, not locally only, but gene-

y, has it not?—I think so.

280. The complaint is that the students have to perform the same work year after year?—

281. Have you heard that those examples have been complained of in the country as well n large places like London, or Liverpool, or Manchester?-Yes; at the masters' meeting, at which I was present as a master, there was but feeling about the want of proper examples in these sections.

282. Was there also a feeling on the part of these masters representing the schools throughout the country, that they found the South Kensington Museum of very little practical use to them?—I not remember that question to have been raised; but I know that since that time the opinion has grown in the country, that the Museum is practically of no use.

283. So far as you have obtained information, yon state to the Committee that the general nion is that the South Kensington Museum is of no practical value to the Schools of Art through-

out the country ?-Yes.

284. Can you give any evidence upon that point?—I can give it roughly: 31 schools tell that the South Kensington Museum is of no direct benefit to their schools; two admit that is a benefit, and two say it is of very little benefit.

285. What proportion do those relatively bear to the number of schools throughout the country. Do they bear the same relative proportion as they to the largest number you mentioned?—I have had some more answers to the question; but the an wers have come in since I made out this list:

as it is now, I think it is roughly one-half.
286. Have you communicated with the entire number of schools?—With all of them.

287. From how many have you got answers?

288. Could you state the number of schools that declare that the Museum is of little practical advantage to the country generally?—Thirty-one schools declare that it is of no direct benefit.

289. Thirty-one out of 60?—Yes.

290. What do the other schools say?—Two London schools say that it is a benefit, and the Manchester and Yarmouth schools say that it is of very little benefit; the other schools have not an vered the question.

1291. Those schools, in fact, that say that the South Kensington Museum is an advantage can send their pupils to it without any trouble whatever, can they not?—Under the New Minutes can send up a National scholar, who is a man appointed under certain restrictions.

1292. All their scholars can visit the Museum by other persons residing in the metropolis

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can, can they not?—Yes, of course, as one of the public

1293. Therefore, of course, there is an advantage to them?-Yes, in London decidedly.

1294. To all out of London do you think, from the information you have received, that the South Kensington Museum, which has cost such a large sum of money, is practically of little advantage in promoting Art?—Yes; practically useless.

1295. Have complaints been made to you from managers or masters of the rotation of books as prizes, or of the same class of prizes being always given; of the want of variety in the prizes as prizes?—Yes. In the case of those schools that received 10 l. worth of books on behalf of the National Medallions they may have taken, it is said that they have a free choice; but they have to choose from a list, and they have to choose No. 1 first, No. 2 next, No. 3 next, and so on: the choice certainly is a most limited one.

1296. Have you heard of the case of two members of the same family receiving the same prizes in one year?—Yes; two members of the same family have received the same prizes in one year.

1297. Is not any rule which produces such a result as that very absurd?—I think very ab-

1298. Is there any sufficient inducement held out to a student, in reference to the prizes which he receives, to endeavour to obtain four medals, instead of two medals or one medal?-No. A student who has four medals awarded to him receives but one if it is his first success; and in the second year, if he has four or any number more, he receives but one book instead of a medal. In the case of prizes it is the same; a student may pass an examination in four subjects, as my students have done, and he will receive but one

1299. Is that a good result, do you think?— No; I think that it lessens the encouragement.

1300. So that a student might be very well satisfied with receiving, we will say, two medals instead of four?—Yes. In another way a recent regulation acts badly in that respect: it has been found that too many prizes were given for geometry; therefore a regulation was issued by which no student can take a prize for geometry unless he has already obtained the mark excellent for perspective, and vice versa. Therefore it acts thus: a student tries geometry and does not take a prize, but obtains the mark pass in it; then, if he does ever so well and even takes a prize for perspective, he receives no prize whatever for that paper.

1301. Is it not the fact, as to the National Medallions, that the same prize is given to a person who receives two National Medallions as to a person who receives one ?—I have no actual knowledge of that, but I believe so.

1302. If that be the case, is it not holding out no inducement to exertion?—It is certainly lessening the inducement.

1303. If the payment of a master depends upon the results of his teaching artizans, and artizans alone, must not that limitation be a very great injury to him?—Pecuniarily it must.

1304. Do you find, not only from your own experience but from the experience of masters throughout the country, that it is very difficult to induce artizans to contend for prizes, or to prepare themselves for obtaining prizes or medals? -It is: they feel that they are going out of their way, and that they are leaving the course which

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they think is the only course for them, which is to make copies from our examples.

1305. Is not their attendance, besides, rather

fluctuating ?-- Very much so.

1306. I believe they prefer doing drawings which do not take much time or much labour to sitting down and competing for a medal by laborious exertion and care: do they not?—Yes; to a large class that steady perseverance with one drawing is impossible.

1307. Do you think that the New Minutes, so

far, must be injurious to the Schools of Art in the country?—I think in that respect they are

injurious.

1308. Have you heard of instances where schools have been obliged to dismiss pupil-teachers since the Department withdrew their salaries?—There are many instances of that.

1309. Do you think that that is beneficial?-

Very much the contrary.

1310. Do you think that the withdrawal of the prize-studentships has done service to the schools, or the contrary?—I think it has done a very great injury; it was the most wholesome stimulus that could be offered to the artizan class.

1311. Therefore it is upon the whole your opinion, and the opinion of those masters whom you have communicated with, that there was no necessity for the late Minutes, and that their operation will be injurious instead of beneficial?

-Decidedly that is my opinion.

1312. Mr. Potter.] I asked you on your last examination what was the total amount of your emoluments as a teacher to the South Lambeth School. Can you furnish us with that statement?—In 1862 it was 1241. 10s. 3d.; in 1863 it was 2281. 0s. 2d. Under the old system, in 1864, it would have been 2341. 13s. 11d. It would have been so because some parts of the New Minutes have been a year in operation already, that is, 1863—4. I have calculated it up to the end of February 1864.

1313. What would have been the probable

number of hours per week that you devoted to the school?—Twenty hours in the school, and nearly all my spare time out of the school.

1314. Have you any private teaching?—None. 1315. Do you pursue your profession as an artist at all?—I have tried to do so, but recently the duties of the school have pressed so heavily upon me that I have had no opportunity.

1316. Can you give us your total receipts in detail for the last three years?—I can furnish

them; I will put them in.

1317. Mr. Ewart.] Do you not think that in the system of these schools in general, a combination of central and local action is desirable?—Very desirable indeed, but it seems very difficult to secure.

1318. There are some things which Government could best supply or superintend, I apprehend?—Yes.

1319. Such as books and examples?—Yes; I think that those would be well administered by the Central Department.

1320. And there are some things which local action can best supply or superintend?—Yes.

1321. Of the two is not local management much the most important?—I think it is the soundest principle.

1322. You have mentioned some German examples; have you ever seen them?—Often; I think I did not mention the examples so much as

the system upon which they were produced. The system is that drawings from engineering work that are being actually constructed are made by students, and afterwards lithographed and circulated to all the schools in the country; so that if a clever bridge were built at Devonport drawing of it could be circulated to all the schools in the kingdom, and if a good thing were done upon the Clyde, drawings of it could come to London I think it is a very healthy principle, and on which I should be glad to see imitated here.

1323. They were not old but new drawing of which you spoke?—Always new; they are

renewed constantly.

1324. They are renewed according to circumstances?—Yes.

1325. You expressed the opinion that student should more frequently attend the library, and that the library should be more accessible, did you not?—Yes.

1326. Would not that frequenting of the library encroach upon the time that should be devoted to learning Art by students?—I cause enter into that question minutely. I think it need not. I mean to say that, at present, a master in training who is very much engaged in teaching schools and classes for the Department has not sufficient opportunity to study in the library.

1327. What is the proportion of the London schools which object to the South Kensington Museum? — Only two London schools have answered the question besides my own.

1328. Out of how many?—The others have not objected; they have simply not answered.

1329. What proportion does each number ber to the other?—I think there are six independent schools in the metropolis.

1330. I mean to say, what is the proportion between the silent or assenting schools and the dissenting schools in the metropolis?—Three are silent upon that point; three consider the Museum of use.

1331. Then they are three and three, are they Yes: two of the London schools say that it is use to them, to which I would add my own therefore three say it is of use to them, and three do not answer the question.

1332. Mr. Bazley.] I understood you to say short time ago that Government patronage or a couragement was requisite for the true develop

ment of Art?—Yes, I think so.

1333. Have the associates of the Royal Academy been educated in Public Schools of Art?—Probably they have been educated in Royal Academy schools; I think nearly all of them have.

1334. Are you aware of the precise education that such a man as Sir Joshua Reynolds received?

No. He probably, to a very great extent, educated himself; but with a very small beginning, a man of his genius could advance himself.

1335. Do you not think that the general diffusion of instruction in Art is leading a mediocrity in Art?—I would rather say that produces Art where there was not any before; produces more Art. I think it does not lower that

1336. Do you not think that the mass of inferior boys pull down the higher lade, rather that that the higher students raise the lower in the common Schools of Art?—It could only act in that manner so far as there is insufficient teaching power; if there is sufficient teaching power, that the large lower class will take time from the

igher students; otherwise it would act as you

ave described. 1337. Speaking from your experience as a eacher, would you not say that you find many eacher, would into the schools who are totally not for receiving instruction?—Unfit for instrucion as artists certainly. I think there have been nly one or two instances in my school of students the have promised fairly to become artists.

1338. Yet, probably, the information which all f them are receiving is useful to them after-

rards ?-Yes.

1339. Mr. Trefusis.] I understood you to state ust now that under the New Minutes masters aving one, two, or three certificates will suffer oloss?—Probably a master with two certificates vill make a gain.

1340. And the holder of three ?- For him it

vill about balance.

1341. What is the average number of certifiates gained by masters; is three the usual numer, or four?-I think Mr. Cole said in his xamination that it was two and a decimal. I can ive the probable average of receipts under the ew Minutes. This is an average formed from 25 chools. In 1861 there were 1,970 students; they brained 185 medals, which gives an average of the to each school; those are medals btained in the artizan classes. It does not follow hat they are all taken by artizans; therefore it a very favourable supposition to make that hose 72ths are medals that have been paid pon. In 1862, 2,283 persons obtained 244 nedals, which gives 92ths as the average er school; so that the payments upon the hedals in that case will still be low. In 1863, ,179 persons gained 240 medals, giving an average 92ths per school. In the case of the prizes the same way, in the second grade papers, in 861, there were 310 papers solved, and the verage per school is 122ths. Again, supposing hat all those papers are earned by artizans, the hole sum which the masters can gain is so many mes 10.s. In 1862, there were 391 second rade papers solved, which give an average of 53ths. In 1863 there were 316 second grade apers solved, giving an average of 123ths. In he National medallions, for which sums of 50 s. and so on are paid, in 1861, 21 were obtainedhat is 4 ths to each school. In 1862, 30 were btained—that is 11th. In 1863 there were 15, hat is only 3 ths of a medallion for each school. I an also tell the amount of fees which were paid the masters. The average of fees paid to the masters for teaching the three artizan classes in lose schools in 1861, was 25 l. 2 s. 4 d.; in 1862, 191. 18 s. 74 d.; in 1863, 27 l. 14 s. 5 d.; those re the whole fees that the masters received for eaching the artizan classes, showing that the oney to be earned upon results in those 25 chools is very low indeed, and that even men in he receipt of money upon three certificates must make a loss.

1342. You have read a letter from the master Trure; do you happen to know how many ertificates he had? I do not know; but I can scertain from the directory. This directory is aid to give the number of certificates per master; ut that is not the case sometimes. The master t Truro had two certificates, the drawing certicate, and the certificate for mechanical drawing. 1343. Mr. Edward Egerton.] One of your obections was to the examination papers being

ery uneven, was it not? Yes.

0.53.

1344. Can you give the Committee some idea of the course of examination. Does the same examiner go round to the various schools?-The examiner appoints a day upon which he will examine a school; he comes, and the students are arranged for him in groups; those that take free hand drawing together, and those that take geometry together, and so on; he then distributes to them their papers, tells them to attend to the instructions upon them, and, at the end of an hour, collects those papers; and so he goes on until all the students have taken their papers.

1345. Are the examiners appointed by the

Department ?- They are the inspectors.

1346. The inspectors at Kensington?—Yes. 1347. Does the same examiner come in successive years to the same school?-No; that has not happened generally; I can only speak of London; it has happened occasionally in my school; sometimes two are sent; but of course, in London, it is possible to send two inspectors to a school more easily than it would be in the

1348. You give it as the result of your experience that the examination papers are very uneven; some being very difficult, and some being easy ?-Yes; it is the result of my experience. I have, during the last examination,

tested it.

1349. Has it been so on more than one occasion?—Yes; but I have tested it now by figures;

I have the hard facts of the case now.

1350. Do you find that some examiners take a higher stundard than others?—It appears to us that there is always a very uneven standard. This year the standard has been lowered in the case of the parochial schools. The same school which in 1862 had 14 children pass, in 1863 had 19 children pass, and this year, it has 37 children pass. There is nothing in the character of the instruction to account for that difference; the standard must have been lowered; and it was the same in all schools. In another school in 1862, there were nine who passed; in 1863, 11; in 1864, there were 28. The standard may be raised or lowered, and is raised or lowered without our being informed of the matter; that causes serious inconvenience.

1351. Should you say, from your observation, that the character of Art has improved very much in this country within the last 12 years?-I think there is a very much more general diffusion of artistic taste; I think one sees it on all hands.

1352. Is it not more a sort of sublime mediocrity than anything else?-I speak only of manufactures. I think our picture exhibitions are much the same.

1358. Do you not think that painting was of much higher excellence 100 years ago than it is Were there not much greater masters? There were much fewer artists in England, certainly, but they did better work than many

1354. Do you imagine that the country has gained any corresponding benefit from the large outlay upon this establishment?-Yes. I have no facts to answer that question with. I can only say that I think the development of certain branches of manufacture has been enormously assisted by the Art element that has been introduced into them.

1355. Mr. Ewart. Do you think that that is the opinion of the French, and of foreigners generally, with respect to English manufactures?-

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Yes, I think so. In Germany the manufacturers have spoken with very great admiration of some of our works, although in other branches of manufacture, such as cotton printing, for instance, they think that they keep us out of the market, and

keep us at bay, as far as design goes.

1356. Mr. Adderley.] As Art progresses in the country, should not the standard of examination in Schools of Art progress too?—Yes; certainly there ought to be new examinations instituted. I think you can only get a certain amount of drawing out of a child in a parochial school. Whatever may be the state of Art knowledge in the country generally, I think the examination for children

in parochial schools ought not to alter.

Minutes made by the Truro master, which you gave in answer to a question of an Honourable Member, and which, you said, was a sample of all the other complaints of masters, amount to this, that as none of the stipulated results could be produced by them they would receive none of the payments upon results?—Yes, certainly, it amounts to that. Results are asked for which those men cannot supply. Results are asked for from me which I cannot with my school supply. I consequently make a loss.

1358. If those are the results which the country seeks from Schools of Art, it is not to be expected that Parliament will make a large grant every year for schools that do not produce them, is it?—No, we object to the nature of those demands. We think that the results de-

manded are not fair ones.

1359. You condemn the example of architectural design which you have just produced, do

you not ?-Yes.

1360. Do you suppose that that is issued by the Department as a sample of design or as a sample of constructional drawing?—As a sample of constructional drawing, certainly. It pointed my remark that we have no drawing of architectural design, nor of historic architecture; and, in fact, nothing of the kind; and yet we are expected to produce drawings in the stage of architectural design. The Department do not give prizes for the knowledge of construction. We are asked to make artizans build us palaces, and they give us those specimens to teach them from.

1361. You complained generally of the examples issued by the Department, and stated that you thought that the sending out of examples should be one of the Department's chief business,

did you not?-Yes.

1362. How do you propose that better examples should issue from the Department?—I speak without consideration, but I think that premiums might be offered for a better set of outlines than we possess at present; that the works produced in the French and German schools should be examined and tested, and, if approved, copied for our use; that is, supposing we cannot design better ones.

1363. Presuming the Department sends out examples according to its best judgment, how would you propose to improve the judgment of the Department?—That is a very difficult ques-

tion to answer. 11:

1364. You say that better examples should issue from the Department. I ask you by whose judgment they should be better?—I think that all the officers of the Department should be stimulated to know the needs of the schools, and then,

no doubt, their own judgment would be sufficient to supply the wants which they might find a sisting.

1365. By whose judgment should their tastely corrected?—I think it is in the province of the Art Superintendent to know the needs of the schools in respect of the examples, which the Department supplies to its Art Schools.

1366. Of course, by complaining of the examples, you condemn the judgment of the heat partment. I want to know by what process you will get a better judgment to correct their taste—I do not want to recommend a new Department, or any new members of it. I do not know how the change should be brought about, but think we must have new examples. I think the officers of the Department knew our need and entered into our recessities, they would produce them.

1367. You are condemning the judgment the Department, and setting up your own judgment against it as something better. You wis to reduce the judgment of the Department to you standard, as I understand?—Yes; I think if the Department were to take the masters' opinion upon that subject they would know that it masters do not think with them, and, therefore they might take a lesson from the general opinion of the masters. You place me in this awkward position. You make me say that I know more about it than the officers of the Department, do not wish that to be implied. I only say that the things needed in the schools are not supplied to the schools. I think we must have a new supply before the masters can teach what the profess.

1368. Of course, by complaining of the examples, you impugn the judgment of the lapartment?—It is more or less the case the I do so; but I wish to separate the ideas if

1369. I want you to suggest the constitution of a more correct standard of judgment in the Department?—I think all that is wanted is more life; I think things have rusted there.

payments, under the new Minute, must result a loss to a man with four certificates, did you mean that that would be the case, supposing his school to be successful and well carried out?—Yes; I think that must be the case; of cours we have no facts yet, because the Minutes have not been in actual operation; but as far as I cause, taking the table of averages, and my own opinion, I think a master, holding four certificates must lose.

1371. However successful the school may be —Yes; I think the limitation of the payment upon medals to those taken by the artizan classes and the requirement that they should be for months in the school will cut down the master earnings so seriously as to make him certain lose.

result depend, to a considerable extent, upon circumstances over which the master can have no control, namely, the condition of the National Schools in his neighbourhood, and the number children who happen to be attending those National Schools, and the qualifications of the masters of the National Schools themselves? Upon all those things, and upon others. Our master writes to me to say that in his district where it rains five days out of six, it is always.

vet upon examination days, and the children cannot come to school.

1373. Mr. Gregson.] Where is that?—At Deonport. Therefore, there are many accidents which affect that master's income seriously.

1374. Mr. Lowe.] In other words, if you pay upon results, it depends, I suppose, not only upon the labour of the master, but upon a number of other circumstances, whether the result s produced or not?—Yes.

1375. It is a complex result?—It is a very

complex result.

1376. You, therefore, think it is a bad plan?

I think it is a very bad plan.

1377. You would rather that the Government should pay, without having a distinct security that it got its worth for its money?—I think the Government must have worth for its money; but think nothing can repay a master but a fixed

1378. Do you think that the Government had that security when it went upon the plan of paying a master 101. upon a certificate, provided hat he taught anybody in the subjects included n the certificate?-It secured to the master all hat the Government had promised that he should have, and it secured to itself that he taught a class, on three evenings a week, at a fee of 6d. a week to the students; and that he taught in the parochial school. It secured that he did all that the Department proposed that he should.

1379. With regard to the management of these schools, you said that the Government had taken t into its own hands; upon consideration, do you say that that is the case?—It very seriously hampers us; it will not allow us to do as we like in the evening classes; it takes those classes into its own hands, and of course it limits the style of

Art teaching by its examples.

1380. Does it dictate what sort of master the managers shall employ?—I am not a manager, and I do not know the arrangements which exist between the managers and the Department.

1381. You are aware, are you not, that the Government does not interfere in that matter?— In the first year of my experience, I believed that the Government appointed the masters; I may have been wrong about that.

1382. Does it interfere in the organization of the school?—No; it leaves that to the masters.

1383. Does it interfere in the financial arrangements of the school?—I believe not.

1384. Does it interfere in the internal constitution of the managers amongst themselves?-No, I believe not; it only interferes so far as

regards the teaching in the schools.

1385. Therefore we must take your assertion that the Government has taken the management of these schools into its own hands with considerable qualifications, must we not?—To that extent Government interferes with the style of Art taught in the schools,

1386. It makes grants and affixes conditions as to the things upon which it will make those grants. Is not that the limit of its interference?—Yes.

1387. With regard to what you said about the payment upon medals, do you think that the Government ought to pay for the education of ladies and gentlemon in drawing?—That is a very broad question. I think the Government has put the schools in this condition. It insists upon a school having classes that do not pay, and it drives the managers to having paying classes. I think Government was right in encouraging those 0.53.

paying classes, since without them the unpaying classes could not exist. Therefore, I think the money was well spent in encouraging them.

1388. What I ask you is, do you think that the Government ought to contribute towards the education of ladies and gentlemen. What I understand you to say is that the ladies and gentlemen contribute to the schools?—I do not think that the Government ought to contribute to the education of ladies and gentlemen, nor do I think that they have done so.

1389. I do not know whether you were one of a deputation which waited upon Lord Granville and myself some time ago, when Mr. Beresford Hope stated the case of the complainants; their case was, first, that the Government had refused to continue the payments upon certificates, and secondly that they had not made payments on account of the teaching of drawing to ladies and gentlemen?—Practically that was their point.

1390. You do not agree with that statement? I do not admit that the Government does make payments upon teaching ladies and gentlemen, it

simply offers them an encouragement.

1391. In paying you upon a certificate it did so, did it not?—Not for teaching them, for teach-

ing other classes.

1392. In the old times the teacher was not limited as to the class he taught. If he taught ladies and gentlemen, that would be enough to entitle him to a payment upon his certificate, would it not?—Ladies and gentlemen may come to the evening class, and pay 2s. a month; but I do not think that was the case. Persons of the middle class came, but not ladies and gentlemen.

1393. You do not approve of the principle of paying out of the taxes for the education of ladies and gentlemen in drawing?—No, certainly

not, paying for them directly.

1394. You approve of limiting the payments upon certificates, in fact, to artizans; you do not consider that a hardship?—I do not approve of limiting them to artizans, because I cannot think it possible to define the term "artizan;" I take it rather that the principle is this: the Government must pay for those who cannot afford to pay for themselves. I think that is more the case with a large section of the lower middle class of the community than with the artizans. I know that in my district there are clerks who are intelligent youths of fair education, whose education is certainly above that of an artizan, and who are in the receipt of 14s. or 15s. a week, although they are paid salaries by the year; and in the same class I have engineers who are making 21. or 3 l., or even 4 l., a week, and yet in such a case the Government excludes the clerk, and pays upon the artizan.

1395. I am not speaking of the precise limits of the definition nor the propriety of it, but of the general principle that the Government should not assist those persons who are able to pay for themselves; you agree to that, do you not?-I think the general principle is quite a sound one.

1396. Did not, upon one occasion, an Inspector complain of something in your instruction, and did you not decline to make any change?-Yes.

1397. You did not make a change, did you?-No, because it happened in what I considered was a private class. I asked the Department to set me right if I was wrong, and they did not set me right. I heard no more of it.

1398. Did it not appear as if you had the management of your school?—It was a private

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class, and not a class over which I considered that the Inspector had control.

1399. The Government did not interfere?

1400. You say the masters holding up to three certificates do not appear likely to lose by this Minute?—That is so.

1401. Do you know what number of masters there are teaching who hold above three certificates?-I have not made the calculation.

1402. Will you make it, and append to your evidence a statement of the number of masters teaching in schools, receiving assistance from the Government, who hold more than three certificates?-

Number of Masters and Schools that hold more than three Certificates.

		Certin	cates.
J. Bentley, Birkenhead	te	-	4
W. Somes, Sheffield -::	P0.	-	14
Daniel Wood, Cambridge -	-	-	14
J. Anderson, Coventry	-	-	4
W. Pozzi, Hull	-		4
Walter Smith, Leeds	4	**	4
E. R. Taylor, Lincoln	790	00	4
W. J. Mückley, Manchester -	-		4
John Sparkes, Lambeth	-	-	4
Thomas Clark, Charter House -	-	-	5
John Swallow, York	-	-	4
Lambeth received payment to masters	for	-	18
	San	ju ju	18
Edinborough de ditto ditto		*too	.8
Leeds con a ditto a ditto	190	•	11
Manchester - ditto - ditto	-	-	8
Females, Bloomsbury ditto		346	7
St. Martin's - ditto - ditto	-04	-	6

1403. Those masters who hold above three certificates are gentlemen of very considerable qualifications, are they not?-Yes.

St. Martin's

1404. You yourself feel quite competent to practice the profession of an artist if thought it your interest to do so?-At one time I believed so; but long practice in teaching has made that difficult.

1405. Then the whole complaint is on behalf of a set of gentlemen who have learned a profession by which they would be well able to maintain themselves without any Government assistance whatever?-Yes, but they have been perverted or turned out of their original course by the offers They have which the Government held out. accepted those offers as being one of two parties to a contract, and they naturally complain if that contract is broken by the other party to it.

1406. The whole grievance is measured by the mischief that would be suffered by those masters, so highly qualified were they to go into the open field of competition instead of remaining in the public service, is it not?-No; I think the schools are injured.

1407. I am speaking now of the masters only; is not that the whole grievance as regards them? -No; I think it is not the whole. I think many a master who as a young man had an opportunity to become a good artist and earn a good living by it, after 20 years' teaching in a Government school, has lost his power; he must fall back in his qualifications as an artist. I do not know an instance of a man who is a good artist and a successful teacher at the same time. Therefore, I think that such a man has become dependent upon teaching. If you turn him back and say, "Practise the profession you entered 20 years

ago," you are doing an injustice to him and asking a thing which is not likely to be performed.

1408. You say that the South Kensington

Museum is of no benefit to the schools. Can you suggest anything to make it more beneficial? Yes; I might mention that I think the museum might be constantly moving from one place to another, and I think also that a dispersion of that museum by having parts of it in different places would be of advantage.

1409. First, with regard to the moving of the museum from one place to another, have you con sidered how that might be done; would the school have to contribute anything towards it? I think not; that is what makes the travelling museum so great a burden upon the schools.

1410. You think then that should be an add tional head of assistance from the Government

1411. How long would you have it stay in one place; what do you contemplate will be the us of it? Perhaps a year; perhaps half a year; is not easy to say. I cannot give any procise regulations, for I have not thought upon the subject. I am sure that if the museum does me visit the country the country cannot come and visit the museum, though it is the grandes museum that ever was formed.

1412. As regards the power of borrowing, ca you suggest any relaxation of the rules that ve would think beneficial in that respect?-I think if the master of a school shows that he has need for certain works, the Department should have the power to send those works down to him under proper restrictions for their safe custody, and

1413. That is done now, is it not?-It is very difficult to borrow anything now.

1414. What is the difficulty?—I have mad two applications for things to be used in the school. In one case, I applied for some example to be painted from, and in another case, I wants examples for the designing class, but I could a obtain them.

1415. Do you think it is consistent with the object of the museum, that examples should be lent from it to be drawn from?-I think the might be done when the examples are very expensive.

1416. The Department supplies examples a certain prices, does it not?-Yes, at very high

1417. It does not lend things which the Depart ment is willing to supply in that way, but others Yes, but even those I could not obtain.

1418. Why could not you obtain them?tary, giving the reasons.

1419. As I understand that letter, the effect of it was, that the South Kensington Museum could not lend you those things as examples, but that you could purchase them under the regular tions of the Department?-I think it was rather to the effect, that they could only lend example from the museum which were to benefit the first of the school by public exhibition.

1420. You would like to relax that rule? Yes; I should like to have them in my school show to the students.

1421. You stated also, as I understood, this if the masters were paid upon teaching artiss instead of by certificates, there must be a loss?" I think so.

1422. How can you reconcile that with you

tatement, that up to the third certificate there would be no loss?—After that point is reached, here will be a loss now, but by raising the tandard, the Department may cause all but one ertificate man to make a loss.

1423. We must take your statement, that here must be a loss by the new system; then, with that qualification, namely, that after the hird certificate there will be a loss?—Yes; there the case of Truro; there the man loses every-

hing.
1424. Has not the Truro School depended
pon middle or upper class students?—Yes, it

pears so.
1425. Therefore, the principle which we have
poken of comes in there; the Government withdrew aid from people who were able to pay for
themselves?—Yes; but there may be a class of
people who are not included: the definition is
to narrow.

1426. Mr. Ewart.] Are you aware that a select Committee of the House of Commons, about 30 years ago, recommended the circulation of Works of Art to equalise the taste throughout the country?—I cannot answer that question; I have a recollection of something of the kind, but I cannot remember precisely.

1427. At the time when the suggestion was first made of the foundation of these Schools of Art, it was found that there were hardly any English works upon Art or Art manufactures in this country, and that they were all German or French; have we now many English works upon Art and Art manufactures?—Yes,

1428. Therefore, so far, there has been an improvement in the literature of Art?—Yes.

1429. A great improvement as compared with foreign countries?—Yes; I think there has been a great improvement; in some cases we have passed them, but I think there is still a great need of a work upon design, both historical and technical. I think that such a work ought to be

supplied by our schools.

1430. Mr. Maguire.] You were asked a question a little while ago, which would appear to imply that a local master was to a certain extent independent of the Department; I wish distinctly to ask you whether the inspector had any right whatever to interfere with you in the case to which you alluded in your own school?—It was a matter of opinion, and a matter which required to be settled; I thought he had not, and acted accordingly, and the Department did not set me right; therefore, I supposed I was

right.
[1431. Mr. Lowe.] The Department sided with you, in fact?—Yes.

1432. Mr. Maguire.] Then you were interfered with by the inspector. Did you make any great distinction between being interfered with by him and being interferred with by the Government?—No; I took him as the government resentative.

1433. The museum having been founded at great cost to the country, do you not think it wild be turned to the greatest account by being widely diffused as possible?—Certainly.

1434. If there has been a greater diffusion of artistic taste, and a decided progress in Art throughout the country, do not you think that the examples ought to keep pace with that artistic taste and Art progress?—Yes. I think in an in titution which has real vitality, they will fully 10.53.

keep pace with the progress in Art, and rather tend to promote it than otherwise.

1435. They will keep a-head rather than lay behind?—I think so.

1436. Mr. Ewart.] Are you aware whether the Kensington Museum has stimulated the production of works upon Art and Art manufactures?

—I cannot answer that question; my impression is, that it has.

1437. Will you look at the Report of the Committee of the House of Commons, with reference to which I asked you a question just now, and see what the recommendation is with regard to the circulation of works of Art?—It says, "casts the circulation of works of Art?-It says, of the best specimens of sculpture might be advantageously transmitted from the metropolis to the different towns. Casts are cheaply supplied in Paris under the superintendence of an artist, and a tarif, indicating their several prices, is issued for the benefit of the public. This example is worthy of imitation. But, besides casts and paintings, copies of the arabesques of Raphael, the designs of Pompeii, specimens from the era of the revival of the Arts, everything, in short, which exhibits in combination the efforts of the artist and the workman, should be sought for in the formation of such institutions. They should also contain the most approved modern specimens, foreign as well as domestic, which our extensive commerce would readily convey to us from the most distant quarters of the globe."

1438. That had reference to the circulation of works of Art, such as have been mentioned to-day?—Yes.

1439. What is the date of that Report ?—

1440. Mr. Tite.] You have a very large class of artizans at Lambeth, I understand?—Yes.

1441. Do many of them come from the large manufactories in the neighbourhood, such as Messrs. Maudslay's?—Yes, many of them come from Messrs. Maudslay's; many of them from the South Western Railway workshops; some from the Bricklayer's Arms; many from Messrs. Easton and Amos, as well as from Messrs. Napier and other engineers; we have some also from Messrs. Myer's, and the large building establishments upon that side of the water.

1442. Do you think you succeed in teaching mechanical and engineering drawing?—Certainly.

1443. Does that part of the instruction work well?—I think it is our greatest success; we can teach an ordinary workman to become a foreman, that is to say, we teach him to understand mechanical drawings so that when a drawing is sent in to his workshop he is as good a man as his foreman, and is as well able to read it.

1444. With regard to architecture; you do not think that you are so successful in teaching architecture as a science as in the other part of your teaching?—We cannot hope to teach architecture to ordinary masons and carpenters as a fine Art. I could hope to teach a large class of sharp and well-educated youths of the middle class something of the Art, as I hope to teach them something of the art of painting or sculpture, but I cannot hope to teach that to artizans; I can only hope to teach an artizan the most obvious things, such as that this window looks better than that, and help him in his daily occupation: I hope to give him a little more taste and much more knowledge.

1445. Ought there to be any encouragements held out for skill in scientific construction, or L 4 architectural

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architectural design?—The medal for architectural design is a good one for young architects, and architects' clerks, and so on. I think there should be an examination in building construction, and another medal for copying buildings. It seems to require as much knowledge on the part of a carpenter to make drawings of a house already built as it does on the part of an engineer to make copies of an engineering work already constructed.

1446. Without discussing that, do you not think that the thing will work itself right in that particular; that, as the Government and the Art Department learn the necessities of the case, they will meet those necessities by providing the schools with better examples of scientific constructional drawings, and so on; in fact, it is rather early to expect to find complete arrangements made as yet, is it not?—I think, myself, that the Department wants stirring in the matter. I think they will rest as long as we rest. I do not imagine that it is the intention of the Department to issue any new constructional examples, or examples of architectural design, or examples in design at all; I am not aware of it; I am afraid if we do not ask strongly we shall not get them.

1447. You seem to think that would be remedied by consulting the teachers themselves, either individually or collectively?—I think it was the principal point gained by the meeting of masters that used to take place, that the masters had a opportunity of telling the heads of the Depart ment their necessities, and, of course, it can he remedied then directly.

1448. When was that meeting held, and where -It used to be held every year until 1860 1861. I do not know exactly when it was

stopped.

1449. Were you present at any of the meet ings?-I was present at two of them. At the last one I was present in my own right as an ap

pointed master.

1450. Mr. Bayley.] Supposing the principle to be established of paying teachers in School of Art upon results, do you think it would be equit able to apply the same principle in every department of the Government?—If it is possible to apply that principle in the case of Art, I am sure it is possible to apply it in everything; but I do not admit the possibility in Art matters. must say most positively that it is utterly im. possible.

1451. Mr. Cave. Why was that meeting of masters stopped?—We never heard why it was stopped; we had no reason given us for its ces.

sation.

Mr. EDWARD BREWTNALL, called in; and Examined.

Mr. E. Brewtnall.

1452. Chairman. I BELIEVE you are secretary to the Warrington School of Art, are you not?

1453. How long has that school been established?—It was established in 1853 in connexion with the Department.

1454. Have you been the secretary during the whole time of its existence?—The whole of the time since its establishment.

1455. What is your own profession?—I am a schoolmaster.

1456. Have you a private school?—No, not a private school; an inspected school; the British and Foreign School in Warrington.

1457. Had the Warrington School ever an annual grant from the Department?-It never

1458. Did you ever seek such a grant?—Not at all.

1459. Why not?—We always had rather a desire to depend upon our own exertions; we preferred doing so.

1460. Has your school any annual pecuniary help beyond the fees and the Government payments?-We have some annual subscriptions which we get from the town.

1461. To what amount?—About 30 l. a-year.

1462. Had you any contributions towards fitting up the school?—Yes; we had to appeal to the town and neighbourhood for the funds to fit up the school, and we obtained nearly 500 l., I should think, for that purpose.

1463. Your master has received money from the Government under the system of certificate, has he not?—Yes, and the school also.

1464. Under the system of the Minutes of Science and Art?—Yes, certainly.

1465. Will you explain to the Committee what you mean by saying, that you thought the school should depend upon its own exertions, and yet that you have received grants from the Government?—Originally, in the days of the old Schools of Design, grants were made independently of all results. We never had such a grant, or desired such a grant, but all our receipts from the Depart ment were in connexion with the work we did in some way or other.

1466. Will you state to the Committee what amount of annual donations, and what amount of annual subscriptions, the school has received from private sources since its foundation?-I believe we begged about 500 l., in order, originally, to furnish the school and keep up the furniture at successive periods, and we have had a subscription list of about 30 l. a-year from the town.

1467. Has the subscription list fallen off, or risen, since the commencement of the school?—I

think it has been about the same.

1468. Have you ever tried to obtain a rate?-We have not tried.

1469. Why not?—Because we thought there was very little chance of getting it.

1470. Mr. Edward Fgerton. Warrington is not fond of rates, is it?—I think I should not be justified in saying that, as we have a museum

1471. Mr. Ewart. And a library rate, have you not ?-Yes.

1472. Yours was the first museum and library

rate obtained in the country, I believe?—Yes. 1473. Chairman.] Is the School of Art felt to be an advantage to the town?—That, I believe, is

universally acknowledged. 1474. Why do you suppose, then, that if you

were to try to obtain a rate you would be unable to do so?—Warrington was incorporated 16 years ago, and great public improvements were required, the expenses of which were altogether very great, and the rating has been very heavy, so that we think the time has not yet come when we could safely try to get a rate for our school.

1475. You look forward to the day when you may try and get a rate?—We hope the time may

ome when we may try, but we do not see it at

1476. What is the number of students in your Il near. thool?—The number of students is 1,468.

1477. That includes the children taught in the rivate and public schools, does it not?—It does; he number in the central school is 137, the umber in private schools, 218, and the number n public schools, 1,113.

public Do not those figures appear in the eports of the Department?—What I am now

tating has not yet appeared.

1479. How large an area does the instruction of our school cover?—About 10 miles round War-

ington. 1480. Are there any other Art teachers in the istrict beyond what your school supplies?—No, hey have been all driven away.

1481. Mr. Lowe.] What has driven them way?-The superior teaching of our school, I

uppose. 1482. Mr. Ewart. Is it very superior to heirs?—It is very superior, I think; indeed, it as proved itself superior in comparison even with other schools of Art.

1483. Chairman.] Has that been made a cause of omplaint by private drawing masters?—I think hey had a feeling of that kind, but they have

rone away

1484. Have you ever heard the complaint made hat the Government have paid teachers to come lown and compete with men who are working pon their own private resources?—I never heard ny formal complaint of that kind; there have een some mutterings of that sort.

1485. To what extent is the school used by the higher classes in the neighbourhood?—I think hat it has become a sort of recognised thing that ll the better classes of the town should, at some period, become pupils in the School of Art.

1486. Speaking generally, what has been the result of your school, and what has been its effect upon the neighbourhood?—I think that there has een very considerable effects upon all classes in the town. I know that bad pictures, for instance, have vanished from the walls of our aldermen and own councillors, and better pictures have taken their places; and we have one or two landscape artists who have come and settled in the neighourhood, finding that they have a market for their works there.

1487. The general standard of taste has been

raised, then? Yes.

1488. Can you say what effect has been produced upon the artizans? We have produced some effect upon the artizans. letters here from two, which, with the permission of the Committee, I will read to show that. Here is a letter written by a working carpenter to the master of our school: he states that he was "under your tuition in the School of Art for three or four years, during which time I obtained much useful, lasting, and beneficial instruction." He goes on to say that, "from a child I have desired to acquire a knowledge of drawing, but my parents, being in poor circumstances, I was deprived of the means until I arrived at my majority. About this time I became one of your students," and he passed from one step to another. Now he finds that by a knowledge of geometry, perspective, freehand and model drawing, which he obtained in the school, he has very much improved his position as a workman, and he is able now to 0.53.

do a little as an architect. The other letter is from a working man, originally a stone-mason. He writes to the master thus:—"It is now nearly two years since I relinquished the occupation of journeyman stone-mason, for that of the more pleasure-giving and profitable one of sculptor; and as I owe my present position to the Warrington School of Art, I deem it my duty to inform you of my intention to leave Warrington shortly, for London or the Continent, for study. I therefore think this a fitting opportunity of expressing to you, as master of the Warrington School of Art, my thanks for the very many personal acts of kindness, and the valuable instruction I have obtained while studying under you. I also feel myself much indebted to the founders and promoters of the School of Art in which I entirely received my Art education. As a solid proof of the benefit I have derived by attending the School of Art, I need only mention (of which you are aware) that I am now executing in marble the following works, commissioned by gentlemen in this neighbourhood: a copy of the head of Apollo; a bust of Enid from Tennyson's "Idylls of the King;" a portrait bust of a lady, and a bust of Mr. John Bright, just completed, and other commissions not yet commenced, but which I intend executing when I get settled in London or on the Continent."

1489. Can you give the Committee any general information as to the progress of the number of artizans who have attended your school from the beginning? I am sorry to say that we do not find the effect upon artizans generally very satisfactory. In looking at the number of medals that have been taken in the last 10 years, I find we have taken 240 medals, and of those 240 only 40 have been taken by artizans: 87 were taken by students and persons of no occupations; 24 by clerks; 27 by schoolboys; 11 by grocers, drapers, architects, and innkeepers; 38 by pupil teachers; 13 by schoolmasters; and, as I said before, 40 only by artizans.

1490. Should you say, with regard to these classes whom you enumerate, besides artizans, that many of them are in such a position that they are unable to provide themselves with instruction in drawing at their own expense, and that they are therefore fair objects for Government aid?—I think the majority are unable to provide themselves with instruction.

1491. Therefore when you say that the number of artizans is small, that is the case only according to the technical definition of the word "artizan"?—I take the definition which the De-

partment supplies, as far as I can.

1492. Do you mean to say that, under the new Minutes, the great majority of these students would be excluded from counting their medals towards the payment to be made by the Department?—Of the whole 240 medals obtained in the last 10 years, 200 would be excluded from the reward.

1493. Although taken by many persons who are really in the position of life which require that aid should be given to them?—There were only 87 of the whole 240 medals which were taken by persons of no occupation—that is, persons I presume who were able to pay for their own instruction.

1494. What teaching power has your school employed?—We had for a considerable time one master and three pupil teachers, but the Department has gradually narrowed down the allow-

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ance. In 1858 we had three pupil teachers, and we have now dwindled down to one "local scholar." We have one "local scholar" in addition to the master.

1495. What is the minimum number of teachers which you consider you require?-We certainly require either a head master and assistant master, or a head master and two pupil teachers; that is the very smallest number by which we can keep up our teaching at its present point

1496. Why do you not appoint a second master?-We have not the means. The grants have gradually gone down to such an extent, that we could not pay a second master. I have here a comparative statement as to how they have gone

1497. Perhaps you could tell the Committee what has been the ratio of decrease?—In 1858, we received from the Department, 138 L 19 s.; in 1859, 123l. 15s.; in 1860, 115l. 4s.; in 1861, 100l. 15s.; in 1862, 105l. 15s.; in 1863, in which year the new code regulations partially obtained, we received 94 l. But I should say that whilst the payments have gone down, the number of students has very considerably increased. In 1858 we had only 959 students, we now have 1,468, so that there has been an inverse ratio between the payments and the number of students.

1498. The less you are paid, the more work you do?-Precisely so; but with constantly increasing difficulty, and matters have now reached a crisis.

1499. Can you account for that diminution of payments on the part of the Department?-I think that ever since 1858 the policy of the Department has very materially altered; they have been very much more disinclined to grant money; they have already cut us off at every point they could; their regulations have been increasingly stringent, and always on the side of economy.

1500. While the Department's contributions have been diminishing, what has been the case with the fees of the students?- They have been gradually increasing. In 1858 the whole receipts from fees and from local payments amounted to 135 l. 6s. 6d., of which the master's share was 67 l. 13 s. 3 d.; in 1859, the master's share was 70 l. 2 s. 3 d.; in 1860, his share was 64 l. 13 s. 6 d.; in 1861, 74l.; in 1862, 67 l. 13s.

1501. When you speak of the local payments, do you mean anything besides fees; you do not mean subscriptions, I suppose?-No; the fees from all the classes of students. We received in 1858, as our whole receipts from local payments, 135 l. 6 s. 6 d.; in 1859, 140 l. 4 s. 6 d.; in 1860, 129 l. 7 s.; in 1861, 148 l.; in 1862, 135 l. 6 s. 6 d.; and in 1863, 148 l. 4s. 6 d.

1502. Then the increase in fees has not been very large?-No, it has not. In the years from 1858 to 1863 it has increased from 135 l. 6s. 6d.

to 148 l. 4 s. 6 d. 1503. In the meantime, the Government contribution has fallen from 138 l. to 94 l.?-Yes; from 138 l. 19 s. to 94 l.

1504. But the number of students has increased, has it not?—Yes, from 900 in 1859, to 1,400 in

1505. The subscriptions, you say, have remained stationary?—About stationary.

1506. Then the total income of the school has fallen off, while the amount of work done by it has largely increased?—That is the case.

1507. Has that affected the master's receipts

very seriously ?-It has affected them; the whole falling off in the end would really come up

1508. Have you any means of telling the Conmittee what was the amount of the master's in come in 1858, and what it has fallen to in 1863; In 1858, the master received from the school 67 l. 13 s. 3 d.; in 1863, he received 74 l. 4s. 6d. whilst from the Department, he received 691 12 in 1858, and in 1863 he received 50 L

1509. How many certificates does he hold? He has two certificates.

1510. Do you consider that he will be a loser by the new Code?—A very considerable loser The loss to the school, if the new system had been applied to the school's receipts, for the last four years would have stood thus: in 1860, the school would have lost 53 l. 3 s., and the master 25 l. 3s.; in 1861, the school would have lost 321. 17s., and the master 71. 7s.; in 1862, the school would have lost 331. 15s., and the master 71. 5s.; in 1863, the school would have lost 301. 13 s., and the master 71. 13 s.; and this spite of the fact, that the school at Warrington has taken at least twice the number of medals averaged by most schools of its size.

1511. In what department has the decrease of the Government grants been most obvious?-h the Art pupil-teachers. We received, in 1858 60 %. for Art pupil-teachers, and the whole of that has been taken away.

1512. The pupil-teachers fell off, did they not before the change introduced by the new Mi nutes ?- I refer now to the Art pupil-teachers The pupil-teachers in the National Schools have also fallen off very much indeed.

1513. How do you account for the falling of of the pupil-teachers' classes?-It is entirely at counted for by the effect of the new Code upon the pupil-teachers of National schools, which has made it, in their estimation, not worth while to attend to drawing. They are cut down now to the three R.'s, and they stick to the three R.'s. The number has fallen off from 45, examined in 1857, to 16, examined in 1863.

1514. What number were examined in 1862? Eighteen; that was the year in which the falling off began.

1515. How many were there in the year before at?—Thirty-six. It fell off more than half st that?—Thirty-six. once on the new Code being introduced.

1516. How has the new Code for the primary schools affected the Art Schools generally?-the first place, the managers cannot afford to introduce drawing; their funds are all swallowed up in the necessary expenditure upon the

1517. You speak of the managers of the pri mary schools?-The managers of the National schools. 4 will mention a case in point. We have tried to extend our school operations to St Helen's, which is a large town about eight mile from Warrington, and in order to do that we issued a circular to the managers of all the Ne tional schools, showing them the advantages d the teaching of Art; our master then called upon the managers, and out of seven schools, upon the managers of which he called, six of the seven told him that the new Code had taken away 10 much of their income that they could not at all afford to give 5 l. a year for the teaching of Art And further, the masters themselves of the Na tional schools are very much less inclined to promote the teaching of Art in their schools now

than they were under the old Code. In the st place, they have been deprived by the operan of the new Code of half their teaching power tead of half their pupil teachers; besides that ey are burdened with an amount of drudgery, in order to fetch up the lower end of their schools to the standard of the new Code examinations, ich leaves them no time for teaching drawing, at least in their estimation.

1518. How many National schools are in con-sion with the Warrington School of Art?— Seven are taught, but we have a difficulty in ting paid even 5 l. a-year, and one school is

w four years in arrears.

1519. How many National schools are there in the district?—I can scarely answer that

question.

1520. Are there many more within the diset than the seven which join your school ?-All the schools, except those in St. Helen's, of any importance, within 10 miles radius of Warrington, are in connexion with us; the others small village schools. I imagine that the difficulty with St. Helen's, as compared with Warrington, for instance, is this, that in Warrington the teaching of drawing in the National solools was established before the new Code was roduced, and it is a popular thing in the schools; so that I think when one school has introduced it the others are almost obliged, in defence, to do so too. As it never had obtained in St. Helen's, before the new Code came into existence, it is impossible now to get a footing there.

521. Can you say generally what effect you think the new Art Code will have upon your school funds?-I think it will reduce our income y considerably; as I have already stated, we uld in this present year, if the new Art Code hal been in full operation, have lost 38 l. 6 s.

1522. Do you consider that you will be able to carry on your school satisfactorily with the reduced income? I fear we shall not; we are in

very great trepidation as to the result.

1523. What measures will you have to take to met that difficulty?—We do not know; the three Art pupil teachers, whom we formerly had, one local scholar, and he does not at all like his t, and we are very much afraid he will leave when he does, we do not at all know how we are to supply his place. The income of the school m the Department has so fallen off, and the ce of local scholar is so unpopular, that we fear we shall not get another local scholar, and yet we cannot afford to appoint a second master.

524. Could you meet the deficiency by raising the fees of the school?—I think not; while the fees of the artizan class are fixed by the Department we cannot raise the others very much; I fear the fees of the higher classes are as high

people would pay.

525. You enumerated just now the class of persons who had gained the medals during the 10 years; could you tell us how many of thuse persons were students in the evening classes ing the 6 d. a week?—I should say generally,

except those of "no occupation."

You think that only the 40 artizans who gained the medals were students in the evening s?—All were in the evening classes except the 87 of no occupation.

527. The others were students in the morning

ses !—I think so, generally.

1528. What are the fees which you charge in the morning classes?—They vary from half a guinea to a guinea a quarter.

1529. Have you made any alterations in the rates of those fees since the beginning of the school?-No, except that at first there was a uniform rate of a guinea, but for certain ages of students we dropped it to one-half.

1530. You found the guinea fee too high?-

1531. Do you think, considering that the school is fairly established, that you will be able to put

the fee up again ?- I fear we shall not.

1532. If you will lose so much from the Department, and do not see your way to raising the fees, and do not think that you are likely to get a rate for the support of the school, how are you to meet the deficiency? -We are somewhat sanguine that Parliament will see the wisdom and directing desirability of some change, to be made the distribution of its annual grant that more of it may reach the provincial schools of Art; and that the Department will relax those stringent regulations which have reduced our income so much.

1533. Do you approve of the principle of the new Minutes; that is to say, the principle of paying by results?—Yes, if the results are fairly assessed, and not limited, as they now are. Still, payments on medal and medallion works offer a premium to masters to unfairly assist in the production of successful works, and so they may seriously impair the soundness of the teaching.

1534. Do you complain that the Department has adopted a system which is faulty in some of its principles, or that they do not give enough in their payment upon results ?--We think that they have excluded a good many who ought to be paid for; I think if they had not limited the classes, as they have, for whom they pay, we should not be disposed to complain of the amount. As it stood in 1858, we were tolerably satisfied.

1535. Then what you would desire to see would be, not an alteration of the sums which it is proposed to pay, but an alteration as to the condition upon which those sums are to be earned?--Yes, we should like to have a little more liberty as to the stages in which our pupils shall work. We should like to have unlimited scope as to the medals and medallions. And we also think that it is not desirable that the classes to whom rewards

shall be given should be limited.

1536. When you say that you should like to have an unlimited freedom with regard to the medals and medallions, do you mean that all the students in a school should be at liberty to compete for those medals and medallions, and that payments should be made upon all those who gained the medals and medallions?-No; at present the medals are limited to 30, and the medallions to five; those are the maximum numbers given by the Department to any one school. We should like the number to be unlimited, and to be permitted to take as many as our works deserved, and we should also like the limitation as to the classes removed.

1537. That is to say, instead of being limited to gaining three medals only in one class, you should be allowed to gain any number you could get?—I refer more to the classes of students than to the subjects. At present, if we understand the Department's definition of "Artizans" correctly, it would exclude, not only the students of no occupation, which would be the

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21 April 1864. ladies, but clerks, schoolboys, architects, and innkeepers, and all who are not strictly speaking

artizans, I imagine.

1538. Do you think that it will be possible for the artizans, properly so-called, or the artizans defined by the new Minutes, to take medals in the higher stages?—They never have done so. The whole of the medals that they have taken in Warrington have been in the lower stages, and form our experience in teaching artizans, we fear that it will be always so. From their low ideas of what education is, from the limited time that they have, and from the incessant changes that are going on amongst them, we fear that artizans will never be able to take the higher class of medals.

1539. With regard to the admission of the middle class students to compete for medals, do you think that it is right that students of the middle classes should receive Art instruction at the expense of the public?—I am persuaded that, unless they do, the great object which I conceive Parliament has in granting money for Art education will not be accomplished. The Art manufactures of the country will never be improved by the Art knowledge of the mere artizans, and the power of the country to compete with other nations in matters of taste will never be what it ought to, if we are to derive all the materials from the artizan class.

from the artizan class.

1540. Then, is it your opinion that the Government, by limiting and restricting the assistance, or altogether withdrawing the assistance that has been given to the education of the middle classes, and confining the assistance entirely to the lower classes, is departing from the original intention with which schools of design were established?—I think decidedly so, and imperilling

the success of the whole system.

1541. Are you able to say what the opinion of the manufacturers in your neighbourhood is as to the advantage of the schools of design?-We have not any special manufactures to which a School of Art is very applicable in Warrington, but we have very excellent cabinet makers and upholsterers, and I have here letters from the two principal ones. The largest upholstering firm says: "I believe if the inquiry be made from any one engaged in our upholstering or decorative business, they will tell you there is hardly a carpet, damask, chintz, or paper manufactory in the kingdom that has not commenced a sort of new existence, so as to produce designs of such a character as will meet the improved taste of the masses of society. Our young men have attended the Warrington School with some credit and success; and we feel, as employers, so certain of its importance to all classes, but more especially to persons engaged in our business, that one of the conditions of apprenticeship is that they become pupils at the school.' second furniture manufacturer writes: " As a furniture manufacturer and general furnisher, I have great pleasure in testifying as to the value of the Warrington School of Art, and the benefit it has been to the workmen in my employ, who have attended the school; and in my experience I have found that the teaching pursued in the school has done very much towards refining the taste of purchasers as well as manufacturers."
1542. What do you consider to be the value of

the Kensington Museum, the Library, and Loan Collection, to your school?—I could not put my hand upon any one thing in which it is of much

value to us. I hardly like to say that it is of no value, but I could not define the value it is to us.

1543. Have you ever had any works of Ar from it, or have you made use of it for obtaining books or examples?—We tried to obtain article from the Loan Collection; but we never got any thing which was of value enough to us to induce us to proceed, and we have abandoned it lately

We did not get works of the character that the school required. Our master thought that the were not at all the sort of things that the student should have for copying; and, indeed, upon on occasion, the inspector he had condemned very strongly one or two of the things which we had obtained on loan in that way.

obtained on loan in that way.

1545. Have you ever had the Travelling Museum at Warrington?—No; we have never

had it.

1546. Why not?—Because we know that w

should lose money by it.

1547. What reason have you for thinking you would lose money by it?—First of all, we should have to pay 1 l. a day for the use of it, at then we should have to pay something out the receipts to the Department, and we are quite sure that it would result in considerable loss to the school.

1548. Can you suggest any plan by which the collections at South Kensington might be made more available for the use of country school than they are at present?—I have always has the impression that if there were several collections, one in each important centre; if we had Lancashire collection, a Yorkshire collection and a West of England collection, placed is such a centre that the students and operatives the towns in the district could get at them, would be of some value. In London it is all by valueless to us.

1549. Would you go the length of suggesting that the present collection at South Kensing with should be broken up into six or seven small of lections?—Yes; I have no hesitation in saying that at all.

1550. Is there any other point that you wis to bring under the notice of the Committee?—should like to speak of what I call the will drawal of the master's certificate.

of the payment on the master's certificate?—look upon it as an exceedingly unjust (I was

almost going to say dishonest) thing.

1552. Do you consider that a bargain we made between the masters and the Government that certain promises were made to the master and certain conditions imposed upon them, as that the conditions are still enforced, whilst promises have been rather violated?—I do. Up referring to the instructions in Art issued by Department in 1855, I read as follows: "By Minute of the Right Honourable the Lords the Committee of Privy Council for Traddated 4th March 1854, the Department authorised to adopt the system of the Committee of Council for Education, of aiding the master income by payments graduated according to the tificates of competency obtained by them, and make such payments contingent on certain co ditions attached to their appointment. It is been accordingly determined that the 24 stage of Art instruction in the Department shall, the present, be divided into six groups; and t

when a master has received a certificate of cometency to teach any group, he shall receive the nual sum allotted to it as long as he is engaged teaching under the inspection of the Departent and fulfilling the necessary conditions;" nd when the Department made the appointment four present master, in the form of appointment bich they sent us, they recite that passage, haking it the basis of the agreement with us. They say in that appointment, "In consideration the extent of the acquirements above specied, and of his fairly and fully endeavouring to arry out the wishes of the Local Committee, as ell as the various regulations framed by my ords for the purpose of assisting and coperating with such Committees, my Lords are villing to pay to the said Mr. J. C. Thompson a pearly sum of 201; and in a subsequent pararaph they say, "The fixed annual payment of 01. may be increased, should the master qualify imself to pass a higher examination; and this ocument must be produced whenever the master resents himself for such examination." Further han that, in the form of certificate which the aster receives, he has what appears to us to be direct pledge; so direct that when this certicate was laid before Colonel Wilson Patten, at our meeting, he said, "Why, that is as good as a ank of England note for 10 l." The exact ords here are, "Annual value attached to this ertificate for the second group 10 l.," and signed Stanley of Alderley."
1553. Those payments were stated to be gua-

1553. Those payments were stated to be guaanteed or promised to masters, in consideration if their "fulfilling the necessary conditions;" ave those conditions, to your knowledge, been in ny way relaxed upon the part of the Departnent?—I think not at all; I think, on the conrary, they have become more stringent.

1554. Are the masters set more free as to the amount of fees that they are allowed to charge to the classes which are called Government classes?

—Not at all.

1555. Has the amount of teaching which they are required to give in the local schools been at all reduced?—On the contrary, it has been increased. Originally they were only required to teach in three National schools, now they are required to teach in five National schools.

1556. In fact, the change which has been made s a change to the disadvantage, as the masters hink, of the master, and there is no corresponding change for his benefit?—Precisely so.

1557. Mr. Lowe.] You are a schoolmaster of a British and Foreign School, are you not?—Yes. 1558. A certificated master, I presume?—I am,

mfortunately. 1559. You no longer receive any augmentation mder that certificate?—Unfortunately, I do not.

1560. Do you consider that these Art masters are at all worse used than you are?—I do not think they need be worse used.

1561. Do you think they are?—I think the promise to them was more direct and exact than

It was to us.

1562. Consisting in these words, "As long as he is engaged in teaching under the inspection of the Department and fulfilling the necessary conditions"?—No; rather these words, "Annual value attached to this certificate for the second group, 10 l."; that seems so very direct.

1563. Do you mean to say that that meant that the merely possessing that certificate was to entitle a master to 101. a year?—So long as he 0.53.

fulfilled the conditions upon which it was granted.

1564. That is not stated there is it?—Not in

1564. That is not stated there, is it?—Not in the certificate, but in the corresponding documents.

1565. Does not that show that that statement is a mere abridgment of the case, and that it does not contain the whole nature of the engagement?—The whole nature of the engagement was that certain conditions are imposed, and as long as they are fulfilled by the master the Department is bound by the agreement into which it has voluntarily entered.

1566. In your point of view, all that the Department binds itself to, is to make the payment as long as the necessary conditions are fulfilled; is that so?—We do not suppose that the department has any reservation; we rely upon its using plain English.

1567. You read "the necessary conditions," as meaning "the present conditions," I suppose?

—I should read them as they were evidently intended to be read by the department's own interpretation.

1568. If the department subsequently judged other conditions to be necessary, would those come under the term "necessary conditions"?— I think it was a mutual pledge, and that the department is not at liberty to alter it, unless it takes the masters into consultation.

1569. Do you think that if it was seen to be for the public service, or for the progress of the Schools of Art, to alter those conditions, the department was not at liberty to do so?—As far as I understand British usage, in matters of that kind, the universal practice has been that, when any change has been made, existing rights have been respected; they have never been thrown to the winds, except in the cases of teachers.

1570. Of course, you think that Parliament was not at liberty to alter the payment to the elementary schoolmasters upon the same grounds?

—I think it was a very cruel and arbitrary thing, and that Parliament would never have done it had the case been impartially laid before it.

1571. Parliament having already done that, do you think that the Art masters have a superior title to exempt them?—I think the promise to them is more direct.

1572. Are you not aware that that promise was made, subject to annual grants to be made by Parliament?—Yes; but we all know that that is equivalent to perpetuity, so long as things are managed as they ought to be.

1573. You say that you think the classes are too narrowly limited for whom we make grants. Do you think that we ought to make a grant for innkeepers and grocers?—I do not see any reason why you should not.

1574. The taxes are levied, in a great measure, upon the comforts and necessaries of the poor, are they not?—To a great extent.

1575. Do you think that it is right to take poor people's money to pay for the education of those richer people who are able to pay for themselves, if they chose to do so?—I think you cannot draw a line of that sort; and all attempts have issued in vexatious complaint, as in this case.

1576. Do you think it right to take the money of the poor and apply it to the instruction of those who are able to pay for themselves?—I think that is an unfair way of putting it. Parliament already grants more than sufficient money for Art education; but some seven-elevenths of the

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21 April 1864. grant are absorbed by South Kensington. We ask for an equitable distribution of the grant already made, and not for any additional sum.

1577. Although your school has been under the operation of the recent changes, since 1858 the payments from the public purse have been less, and the work done has been more; the number of pupils has increased, and the amount of fees has also increased; is not that so?—Precisely.

1578. Do you think that that is an argument against the goodness of those changes?—Yes, I do; inasmuch as we are now deprived of the means of keeping up the efficiency of our school.

1579. You complain, as I understand, that the teaching of drawing in the British and Foreign and National schools has fallen off?—It has,

1580. That is owing to the operation of the recent changes which, by directing the master's attention, you say, to the drudgery of teaching reading, writing, and arithmetic, leave them no time or inclination to teach drawing?—You a little misunderstand me there. I do not complain of their being obliged to attend to the drudgery of teaching reading, writing, and arithmetic. I complain of this; that they are obliged to try to get little children up to an unnatural and forced point, which requires an amount of extra exertion and drilling, which takes up an enormous amount of time foolishly and uselessly.

1581. It leaves them neither time nor inclination for teaching drawing, as I understand you?

—Yes; I have no doubt that such early and forced acquirements are never required of any children except the children of the poor.

1582. You would like to see the inverse process; that is to say, less trouble given to getting up those little children in reading, writing, and arithmetic, and more to drawing; you would take the time and labour from reading, writing, and arithmetic, and give them to drawing?—No; I would have reading, writing, and arithmetic taught in their natural order; I think then there would be time for other things as well.

1583. You would take it easy?—No; I do not mean that. I mean that the power to pass standard I. of the New Code should not be required at so early an age as it is required now.

1584. Do you know at what age the children of the poor generally leave school?—I think all statements about that are quite fallacious.

1585. If we could produce figures they are quite fallacious too, are they not?—I believe they are; indeed, I know they are, for the children of the artizans are notorious for changing from school to school. The most careful registration cannot follow them through these successive changes. Each school inevitably returns the time a child has been in it as "its whole time at school," and its age on leaving that school as "its age at leaving school altogether," whereas it may go to other schools for years after.

1586. I understand that you are in a state of great trepidation about your school at Warrington; what is the whole subscription; 30 l., is it not?—Yes.

1587. What is the population of Warrington?

—Twenty-six thousand persons.

1588. Has it a very considerable trade?—Yes; a very considerable trade.

1589. There is a good deal of wealth in the place, is there not?—The average amount of wealth, I imagine.

1590. What deficiency do you imagine may

fall upon your school owing to the operation of the recent change?—I can state the amount that we should have lost.

1591. I want the amount which you think you will lose?—The amount of loss in the present year, if the new code had been applied to all our results, would have been 38 k. 65, as I have already stated; but then you must remember that there has been a process of reduction going on ever since 1858.

1592. You make both ends meet at present I suppose?—Yes; but we are in a bad way.

1593. By going on under the new Minutes, you are likely to lose 38 L 6s., you say? Yes.

1594. And you say that you see no remedy for the loss of those 38 l., except the intervention, I believe, of Parliament, to save you from destruction; is that what you say?—Yes.

1595. Do you think that Parliament ought to come forward to save a town of 26,000 in habitants, with a great deal of wealth in it, which is going to have its Art prospects ruined, for the sake of such a sum as 38 l.?—I do not think that that is a fair way of putting it; I think in no country, whose educational history I have known, have the funds been locally provided; there has been national education, but the funds have never been provided at the expense of the local community.

spend the public funds in helping those who can, if they please, help themselves?—I think, if not, you should let them have the charities of the country which were left to them; some million pounds a year of educational charities have been diverted from their original use. Parliament supplements that loss by making a grant, and then at last the grant is reduced, and still the educational charities are allowed to be diverted.

1597. I thought you said that the town of Warrington was not an object of charity, and that you wished to depend upon your own exertions; you do not adhere to that view, do you?—Yes, I do, in the manner I before explained.

1598. Mr. Ewart.] Has not national education been provided in Scotland for the last 160 years without assistance from the State?—I think there are national provisions made there.

1599. It has been done by local assessment, has it not?—Scotland perhaps is an exceptional

1600. Is it not so in the United States of America universally?—I believe they have a large amount of national lands granted for the purpose.

1601. Mr. Potter.] I suppose that the establishment of this school has secured to you a high class of Art education in Warrington, has it not?—It has,

1602. I think you stated that the Government pays towards that about 100 L. a year?—A little more than 190 L. a year.

1603. I think you stated that the fees for the better classes are from 10 s. 6 d. to 21 s. a quarter?—Yes.

1604. Is not that rather a lower rate than the local teachers would have received formerly?—No, I think drawing was always taught at about a guinea a quarter in Warrington.

1605. Are you aware how those fees approximate to the fees charged in the Manchester School of Art?—I think the fees are a good deal higher in Manchester.

1606. Do you know that the fees of the highest

los in Manchester are two guineas a quarter ?-

Thave heard that it is so. 607. You referred to a Museum rate; is that exhausted?—The whole of the money re-

Library. There was no margin for a School of Art?—None at all; the rate was laid under the original Act, it was a halfpenny rate.

1609. Have you not the power of going to a penny?—Yes, but we dare not try it; we do not want to lose our opportunity for the future.

610. You were asked the population of Warrington, and gave it as 26,000, and at another time you stated that your instruction extended over an area of 10 miles, did you not?—Yes, but in aking of the population I spoke of the population of the borough.

611. Your teaching extends over an area of 10 miles; would not the population included in thise 10 miles be three times that which you still as the population of the borough?—I am reely in a position to say. I think it would be, 1612. Yet the total amount of the subscriptions

which you have raised in that area is 30 l. a year?

613. Do you pay any rent for the School of An?-We pay 25 l. a year for rent to the

[614. Chairman.] How far would it affect your case, if the Government were to set you free from all conditions whatever, and were to withw all payments?—I think it would be a great misfortune to us, as it would end in the closing of our school.

1615. Do not you think that the master having received his education from the Government could maintain himself and teach the district in a sfactory manner?—Our master did not receive hi education from the Government; he was instructed as an artist first, and only supplemented hi education by going to the Department for a time. I think it is only fair in connection with that view of the master's position, to say that he is taken entirely out of the ordinary course of an artist. By the Department's style of education, and by the style of teaching to which he is obliged to give himself, he gets into a sort of Department rut, and he would not be able to take care of himself in the Art world generally by teaching Art, as he would otherwise have been embled to do.

616. Mr. Bazley.] What did your halfpenny e produce in Warrington?—£.100.

617. That is not upon the 10 miles area?—No. 618. Mr. Cave. You stated that all the other Aft teachers were driven away from the district by the superior teaching of your school?—I believe that is the case.

619. How many Art teachers, upon the avemee, were there in the town?—I have only heard of two in the town.

620. They were getting their living?—Yes. 621. Those teachers, of course, did get their living from people who paid for being taught Art?

622. Do you suppose that their pupils have been transferred to your school?—Yes, to a great

extent. 1623. They formed part of the 87 students, who obtained medals, and who were described as people of no occupation ?—Yes, very likely

624. They were rather more than a third of the whole medal-gainers ?-Yes. 0.53.

1625. Would they not be able, and ready, and willing to pay very much higher fees than they pay now?—I do not think they would.

1626. Did they not, before your school was established, pay much higher for an education of a worse kind?—I do not think so. As far as I know, the charge for education was about a guinea a quarter; and in a small town like Warrington either for music or drawing you cannot get more than that.

1627. You think not?—It has never been done to any extent.

1628. You differ rather from the last witness with regard to the value of your school to the artizans, do you not?-I think it very valuable to our artizans; but I intended my remarks to go to the effect that I do not think we can ever hope to get out of the artizan class the results that the country generally looks for from Art education.

1629. Those letters which you read just now prove rather the contrary; do they not?-Those are two exceptionally favourable cases, I think.

1630. Those refer to the artizan class, do they

not?—They do.

1631. Mr. Tite.] What is the nature of the occupation of the artizan class in Warrington? They are engaged in the manufacture of wire, glass, cotton, files, tools, pins, chemical products, soap, brushes, colours, and furniture.

1632. Do they manufacture locomotive engines at all?-There are no locomotives made in the borough.

1633. Mr. Edward Egerton.] It consists of files principally, does it not?—Not principally.

1634. Is not Mr. Stubbs's manufactory the principal manufactory ?-It is the principal file

manufactory. We have several others.

1635. Mr. Tite.] Do you find the workmen of those manufactories come to you to be taught drawing?—A good many of them do.

1636. You spoke of a carpenter and a mason: do any of those classes come to you?-Yes, we find that especially those who hope to turn it to most account come.

1637. It is not Fine Art, but rather scientific drawing, that you teach them, is it not?-The object of a workman is generally to apply his Art knowledge to his daily work, and improve his

1638. Do you take any pains to teach mechanical drawing?-Not more than any other kind. We do teach it.

1639. Mr. Arthur Mills.] I think I understood you to mention that your school had beaten all the private art teachers, and that they had gone away; was that due entirely to the school being able to give superior instruction to that which was given by the private teachers, or was it due in any degree to greater cheapness?-I do not think it was cheaper to the higher classes; I do not think that the private teachers ever charged more than a guinea a quarter; I think it is due to its superiority and to the influence which has been brought to bear in support of it.

1640. You think it was due to its being better? -Yes; and very generally most of those who have pupils to send are in some way connected with the school, and others are on the council of the school.

1641. Is there any system pursued at Warrington of canvassing, from time to time, for subscriptions for the school, or is it left to take its chance what subscriptions it can get locally? Originally we canvassed for subscriptions. 1642. Of

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21 April 1864. 1642. Of late years, has any effort been made to increase the subscriptions beyond the 30 l.?—Not of late years.

1643. Mr. Edward Egerton.] Have you made any attempts to increase the subscriptions in your area of instruction, which you tell us extends over 10 miles?—Not recently.

1644. Do you not think that it would be advisable, in that wealthy neighbourhood, to make an attempt to increase the subscriptions?—I do not know.

1645. When the school was founded, I suppose

you did not rely upon maintaining it wholly upon State support?—Certainly not; we got all could from subscriptions.

1646. Do you mean to say that 30 l. was that you could get from the wealthy population within 10 miles of Warrington?—I do think we could get much more. I think if you were to compare the amount of our subscription with those of other places of a similar population you would see that we get a fair proportion

1647. Mr. Cave.] How many subscribers has you to those 30l.?—From 30 or 40 subscribers

Mr. JOSEPH PATRICK BACON, called in; and Examined.

Mr. J. P. Bacon. 1648. Chairman.] ARE you the master of the Newcastle-under-Lyme School of Art?—Yes.

1649. How long have you been connected with Schools of Art?—I have been connected with Schools of Art as a master since 1856. I was appointed in September 1856.

1650. To what school were you appointed?—I was appointed assistant-master of the Stoke School of Art and the master of the Newcastle School of Art.

1651. Both at once?—Both at once.

1652. Are you now connected with the Stoke School of Art?—I am not. I have been disconnected with the Stoke school for rather more than two years.

1653. What was the occasion of your ceasing to be connected with the Stoke school?—The circumstances were somewhat peculiar. The Stoke school got into pecuniary difficulties; it had been supported principally by Messrs. Minton and Co. During the five years I was connected with the Stoke School of Art it cost Messrs. Minton and Co. more than 200 l. a-year; as the annual accounts for the school came in, they were sent in to Messrs. Minton and Co., who paid them off most liberally, and without making any comment upon the matter.

1654. What class of students do these schools instruct principally?—Principally artizans, and they chiefly came from Messrs. Minton and Company's. The reason why I had to leave the Stoke School of Art, was that Messrs. Minton considered, and I think justly, that there was no claim upon them to pay for the artizans of the potteries, because, when they had educated the young men in their own works, they had no power over them; they might go away, and they were sought after by other manufacturers and paid higher wages than Messrs. Minton would give them after educating them.

1655. Do you mean to say that Messrs. Minton intimated that they were not willing to continue to pay as they had hitherto done to the school?—Yes; they intimated that they would no longer be answerable for the debts of the school. The committee then met, and came to the conclusion that they would require the modelling master and myself to send in our resignations, which we did.

1656. Were the schools supported by any supscriptions besides the payments by Messrs. Minton?—Yes, they were likewise supported by subscriptions; the principal subscriptions at the time I withdrew were paid by Messrs. Minton; there were other subscribers, but not to any great amount

1657. Did the subscriptions and other sources of income fall short of the expenditure, and had

Messrs. Minton practically to make up the difference?—Yes.

1658. How long did that state of things on tinue?—I should say that that state of thing continued, perhaps at a rough guess, for sen or eight years. It began before I was appoint to the Stoke school. I looked upon the Stoke school always as a school that Messrs. Minimight at any time close if they pleased; and when they did withdraw their subscriptions at last, the committee were obliged to discontinue the services of the two masters, and they only continue one master.

1659. Did Messrs. Minton withdraw their selections altogether, or only limit them?—The only limited them; they used to pay for the apprentices, and pay the subscriptions also; It not know how much they paid off annually, never could find out, for they paid off the bit as they became due, and it cost them over 200

1660. Was the school at Newcastle at all benfited by that subscription of Messrs. Minton: It was benefited to this extent, that it enable the Newcastle committee to keep the school at less expense, because part of my salve was paid me at Stoke, and therefore I conford to teach at the Newcastle school at all rate than if it were an independent school.

1661. Have you any information which you can lay before the Committee as to the press state of the Schools of Art in the Potters especially at Newcastle?—From the star ment of accounts, both of the Hanley and the Stoke schools, I find that in the Hanle school the amount of subscriptions for 1863 in 1461.—s. 9d.; the school fees amounted 871. 1s. 9d., and 101. were paid by two poschools, paying 51. each; so that, practically, Hanley school is in debt to the extent 1711. 3s.

1662. When you say that it is in debt, whom is that debt owing by the school?—To treasurer. In liquidation of that debt, they be withdrawn from the Potteries Central Savin Bank an exhibition fund and interest, to amount of 109 l. 17 s., which they did not expet to withdraw for that purpose. Therefore actual debt is 61 l. 5s. 5 d.

1663. What is the number of students in school?—I think between 90 and 100.

1664. Are the students chiefly of the artisclass?—The students are of the artizan class, sprincipally connected with the Potteries.

1665. Do you think that it would be impossible to increase the fees that are paid, from the class?—It would be impossible. I may state a general rule, that all through the Pottern

schools it is impossible to get up a private class, that is to say, a paying class. There is nominally that is to say, a private class at all the schools, but the numbers of those classes never reach more than a dozen; f they have a dozen, they consider them numerously attended; sometimes they have only three

1666. You do not find in that district that a arge number of ladies and gentlemen, and persons findependent means, attend the schools?-We

lo not.

1667. The schools therefore in that district are retty strictly confined to that class to which the Department professes to pay special attention? les; they are strictly confined to artizans; to hose engaged in the Potteries, and the Art nanufactories.

1668. Are you able to say, whether in the reults of teaching these schools stand pretty well? I think they stand equal with any schools in

1669. Therefore it is to be expected that you vill obtain your full proportion of payments for

esults?—Yes.

1670. That being the case, how far will the chools be supported by the fees and the Governent grants under the new Minutes?-Only very artially; they will have to raise more subscripons; they will all be losers under the new linutes.

1671. 'Can you tell the Committee what the roportion at Hanley is between the fees, the overnment grants, and the private subscripons?—The private subscriptions for the Hanley chool amount to 146 l. On referring to the oth Report of the Department, at page 77, I nd that the total " amount of aid afforded to the chool by the Department has been 242 l. 11 s. 6 d., hich sum includes the payments for the master's ertificate and other allowances, the payments to rt pupil-teachers, also the grants on account of he children who obtained rewards in the purase of examples, the cost of medals, medallions,

1672. Mr. Adderley.] That is in 1863, is it not? This is the Report issued in 1863 for 1862. The amount of fees I think I have stated already. 1673. What is the total expenditure?—The tal expenditure, counting the balance due to the

fleasurer of 130 l., is 426 l. 15 s. 6 d.

1674. Mr. Tite. Was that 130 l. more than bureceived; if you owed 130 l. to the treasurer, does that represent the sum which you were in debt to him?-It was the balance due to the t easurer in September 1862. Then there was a m withdrawn from the Savings Bank, as I explained before.

1675. The sum you drew was 109 l. 17 s. 7 d.? Yes.

1676. Chairman.] Can you tell the Committee hat the expense for the year was, exclusive of le debt that was due?—296 l. 15 s. 6d:

1677. Can you give the Committee similar information with regard to any of the other schools your district?—I will take the Stoke school next. The amount of subscriptions at Stoke is 132 l. 19 s. 6 d.; the school fees amount to 56 l. 15 s. One National school paid 5 l., and r gas they received 21., which makes a total of 196 l. 14 s. 6 d.

1678. Mr. Adderley.] Is that for the same ear?—Yes, it is to December 1862. This is e last account I received from the Stoke hool; it was sent to me only this morning; I

presume it is the last balance sheet issued; the

subscriptions have not yet been got in for 1863. 1679. Chairman.] Will you now give the Committee similar information with regard to the school at Burslem?—The school at Burslem has been closed for some time; it was closed owing to the want of accommodation, and they are now making an effort to erect a Wedgwood memorial, part of which is to be devoted to a School of Art.

1680. Was not there a local rate levied at Burslem for the School of Art?—Yes; they have been successful some time ago at Burslem in levying a local rate. They tried it at Hanley last Monday week, but a great majority opposed it, and there was no chance of its being carried at all. There was a great uproar, and

the whole thing was thrown out.

1681. Mr. Adderley.] Has it ever been tried at Stoke?—No, it has never been tried at Stoke. Stoke is managed by commissioners. I think the Act of Parliament does not extend to commissioners, therefore they have no power to levy a rate. We have been for four or five years endeavouring to levy a rate at Newcastle, and we intend to make a movement at the next annual meeting, which is to be on the 29th of this month, to levy it; but I do not know whether we shall be successful or not. I have spoken to several members of the Corporation; but even in the Corporation I cannot say whether we shall have the majority.

1682. Chairman.] What is the position of the Newcastle School?—The Newcastle school receives between 50l. and 60l. of subscriptions. The fees amount to about 27 l. or 28 l. in round numbers. The amount of aid which we have received, according to the Department's Report

of 1863, is 107 l. 6 s. 8 d.
1683. Will you give the Committee the amount of aid which the Stoke school has received from the Department?—The aid from the Department at Stoke will be higher, because it is one of the old schools. The aid to Stoke from the Department is 328 l. 7s. 11 d.

1684. Can you say what the general effect of the school has been upon the Art of the district? -I think the general effect of the schools in the Potteries has been very great indeed. We have hundreds of young men in the Potteries now who can draw very intelligently, indeed, very well; and many of the young men connected with the Potteries have improved their position through the instruction which they received in the school. For instance, pressers and moulders have become modellers, and fill higher positions than they filled before; and many gilders attend the school in order to become painters; many of them have been successful.

1685. Do you suppose that the schools are much valued by the manufacturers?—I think they are, but not to the extent one could wish; and although the schools have been 17 years in existence in the Potteries, there is still a great prejudice amongst the workmen to the schools. They have this notion, that perhaps the apprentices attending the schools may become better workmen, and take their places. I think that notion prevails to a small extent, and that acts in this way, they often dissuade students from attending the schools.

1686. That is the feeling which is not likely to operate upon manufacturers is it?—Not upon manufacturers.

1687. Are you aware at all what their feeling is?—So far as I have conversed with manufacturers,

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turers, their feeling seems favourable. I should J. P. Bacon. gay that all the principal manufacturers of Stoke are in favour of the schools. I know of some who are unfavourable, but I will not mention their names.

1688. Mr. Adderley.] As tested by the subscriptions, the feeling in favour of the schools is not strong?-I think the feeling is tolerably strong when you consider the amount of subscriptions received in Stoke. You must take into consideration that there is only a population of 10,000, and if they give subscriptions to the amount of 132 l. 19 s. 6 d., I think that is pretty well, because there are only two or three manu-

facturers in Stoke.

1689. Chairman.] Has your attention been directed to the financial position of the Schools of Art generally, and the cost of the schools?-Yes, I have paid attention to the cost of the schools, and especially their cost to the State. I have made some calculations upon that head, but I must claim the indulgence of the Committee, because all averages made from the Blue Book must be imperfect, as it is impossible to understand what is the amount paid to the Schools of Art, and what is the amount paid to the Central Museum, for the two amounts are so mixed up together that it is very hard to separate them; but I have adopted a principle which will give the

averages perhaps a little more fairly.

1690. Has your attention been called to the statement in one of the Minutes of the Department, that the Parliamentary aid for instruction in schools has been reduced to 8 s. 8 d. per head upon the number of students throughout the kingdom?-Yes, I have directed my attention to that statement of the Department, and I scarcely think that it quite represents the case. Department take the average in this way. In the 10th Report they state that the cost per head is 8 s. 8 d., the number taught 88,196; that gives a total amount of 38,218 l. 5 s. 4 d.; but to make up the entire grant there is still a balance of 59,194 l. 19 s. to be accounted for. Of the entire number, 88,196 students, 71,423 were children attending public and other schools, receiving on a fair average about 40 lessons a-year of one hour each. I may say in explanation that some of these children may receive two hours' lessons a week; but from my own experience, and the experience of many masters with whom I have conversed, we consider that perhaps 20 to 25 would be a fair average. To be on the safe side I take the average as 30, and allowing for those who have received two hours' lessons, which would of course make it 60, I bring up the average of the whole to 40, which I consider is a fair average for the entire number. Therefore, I arrive at the number of hours' instruction in the year given to poor children, which is 2,856,920 hours. There were 15,966 students attending central schools, receiving upon the average six hours a week for 40 weeks in the year, therefore those 15,966 students would receive 3,831,840 hours' instruction; that is more instruction than the 71,423 children who attend the public schools, and it is unfair to charge 8s. 8d. per head for the cost of the museum, and the central establishment charges, upon children who never see the museum or have even heard of it. It is unfair to charge the same for a student in a school of Art as for a poor child, in order to lower the average per head. The grant is 97,392 l. 4s. 4d., or 23,374,132 pence (as given at page 256, 10th

Report); dividing that amount by the number of hours of instruction given, which is 6,688,760 hours, you get 3-49ths or 31d. nearly per hour for all classes taught, and gives an average of 11s. 7\frac{1}{2}d. per child, and 3l. 9s. 11\frac{1}{2}d. per student Of the above averages, only 1-8th is for provincial instruction, and 7-8ths is for management, in spectors, museum, and so on, at South Ren, sington; of the 31.9s. 111d., only 8s. 815d. for provincial instruction, and 31. 1s. 2 dd. for the management, &c., at South Kensing ton. That should be more than 7-8ths. I give that statement with this reserve, that it very difficult to separate the amount paid for instruction from the amount paid for the central museum. At page 122 of the 10th Report, I find it stated that the sum paid in provincial school of Art, and in five London schools in 1862, wa 11,936 l. 7 s. 7 $\frac{1}{8}$ d.; of that sum, 2,545 l. 1 s. 11 $\frac{1}{8}$ was for prizes, and the remaining 9,391 l. 5 s. 8lwas for payment of masters, pupil teachers, ex. amples, and so forth, in provincial schools, and the five London schools are included in that sum that is, less than 1-8th of the entire goes for provincial schools and five London schools.

1691. You consider, in fact, that the central museum gets the lion's share of the grant?-Ye and that the provincial schools are starved t

make up the total.

1692. Does it appear to you then that, putting this grant down all under one head has an unfar effect upon the provincial schools?—I think 80; and if I might be allowed to make a suggestion I would say that I think that now as the Soul Kensington Museum is fairly established, and a perhaps, it is not necessary to the system as the education grant, if Parliament would, in its wis dom, separate the grant, and allot so much for provincial instruction and so much for the Central Museum, it would be a great advantage; Par liament might then at any time withdraw so mud from the provinces, if it felt that the result were not up to what it thought they should be At present, if anything is withdrawn from the provinces, the Museum does not suffer. The provinces can afford to lose very little, because

they get so little at present.

1693. Do you consider that the province gain much from the Central Museum?think they gain very little indeed; the gener opinion is against the supposition that they gain anything. The travelling museum, whereby the Central Museum is supposed to be circulated The travelling museum, whereby the has simply now come to such a point that n school that knows anything about the question will borrow it from London. I will give the Com mittee some information upon that subject, will respect to the loss incurred. Exeter borrows the travelling museum in 1859, and lost 70 by it. Manchester borrowed it in 1863, as lost 130 l. by it. Darlington borrowed it do not know at what date, as it is not given the Report), and lost 50 l. by it. It was borrows for Stoke, but not exhibited at the Stoke School It was exhibited at the Working Men's Institution at Hart's Hill in 1860, and there they lost 50 by it. It was at Macclesfield in 1855, and the lost 20 l. by it. In many other places they have been deterred from borrowing it by hearing the losses that it has entailed upon some of towns to which it has been.

1694. The Department expect that the pr vincial schools, if they borrow it all, shall borro it upon commercial principles and as a comme

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ial speculation, do they not?—They do, but the conditions are such, that no school can afford to onditions are stated, and the expenses are as follows:
At page 88 of the Directory, the conditions are stated, and the expenses are as follows:
All expenses of the carriage of objects to the exhibition from the last place of exhibition. One bound a day to be paid towards the expenses of the officer in charge for every actual day's attendince in the locality." He is paid for Sundays, and all days previously to the opening of the exhibition; not for exhibition days, but for "every actual day's attendance in the locality." At Hart's Hill, near Stoke, the expenses ran up to 301. before they opened the doors. "After payng all local expenses, and the above-mentioned harges, should there be any balance, 10 per cent. on the surplus is to be paid to the credit of the Department to the officer in charge, before he leaves the locality." Then there is a statenent, saying what arrangements are to be made before they can borrow the museum. It ends with saying, "The remaining balance of the surolus will be at the disposal of the local committee."

1695. A certain number of instances are given n the Report, in which the museum is stated to ave returned a profit; are you aware whether n those cases the museum itself has returned the profit, or whether other steps have been taken in he place by which the museum was borrowed which may be considered to have contributed at all events to that profit?—Yes; Hanley is one nstance where it was said to be successful; but must say in reference to Hanley, that the exvere not entailed upon the school when the ollection was at Hanley; but the Hanley exibition was not so successful as it might appear t first sight.

1696. What do you mean by saying that those xpenses were not entailed upon the school at Hanley?—They had not to pay the pound a day or the attendant when it was at Hanley.

1697. That rule had not then been passed?-No; that rule was passed on the the 29th of March 1860; the museum was at Stoke in the September following, so that Stoke came in under the new management. These items are J. P. Bacon. taken from the minute book of the Hanley School of Art for 1856:—"Exhibition at Town Hall, Hanley, from August to September. To receipts, 1811. 5 s. 5 d. To sale of Course tickets, 261. 5 s. Total, 2071. 10 s. 5 d. By expenses, during seven weeks, 99 l. 12 s. 5 d. Acknowledgment to Mr. Emery, music, 3 l. 3 s. Paid to Peel Testimonial, to make up subscription to 50 l., 14 l. Balance at banker's, November 10th, 1856, 90 l. 15 s. Total, 207 l. 10 s. 5 d." I may say, with respect to the payment to Mr. Emery, that they were obliged to engage a musician to make the exhibition attractive: and it is scarcely fair for the Department to claim all the credit of getting all this surplus, because the late Mr. Ricardo lent a very valuable collection of water colour drawings, and another gentleman in the neighbourhood lent his collection of oil pictures, and the manufacturers contributed very liberally to the collection.

1698. The Department did not, I believe, receive 10 per cent. of the profits?—No, not then. In addition to that, they had to engage a musician, who gave his services gratuitously. acknowledgment of his services they gave him three guineas, and paid to the Peel Testimonial 14 l., to make up a balance of 50 l. The balance at the banker's, on the 10th of November 1856, was 901. 15s. That sum has been in the bank ever since, and, with the interest upon it, it makes the sum of 109 l. 17 s. 7 d., which I have quoted as the sum which was withdrawn in the last year to pay off the debt of 171 l. 3s. The travelling collection has likewise been at other places in the kingdom; for instance, I may mention Dublin, where they got up a very interesting collection of other things, so that the travelling museum would occupy only a very small portion of the exhibition. The rest of the exhibition which they got up would have paid if the Department's collection had not been there at all; therefore the Department have no right to claim anything from that, I think.

Lunæ, 25° die Aprilis, 1864.

MEMBERS PRESENT:

Mr. Adderley. Mr. Bazley. Mr. Cave.

Mr. Edward Egerton. Mr. Crum-Ewing.

Mr. William Ewart.

Mr. Gregson.

Mr. Lowe.

Mr. Maguire.

Mr. Arthur Mills. Sir S. Northcote.

Mr. Potter.

Mr. Salt. Mr. Trefusis.

Sir STAFFORD NORTHCOTE, BART., IN THE CHAIR.

Mr. Ellis Abraham Davidson, called in; and Examined.

Mr. E. A. Davidson.

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1699. Chairman.] YOU are the master of the School of Art at Chester, are you not?—I am the master both of the School of Art and of the School of Science at Chester.

1700. Are there two distinct schools, one of Art and one of Science, at Chester?—They are distinct merely as to the hours of instruction and in their committees; they are both held in the same room, and a great many of the students of the Art School attend the Science School.

1701. How long has the School of Art been in existence at Chester?—Since November 1852; it was officially opened in January 1853.

1702. How long has the School of Science been in existence there?-One year.

1703. Have you been the master of the School of Art since its foundation?-I have.

1704. What certificates do you hold?—I hold certificates No. 1, No. 6 a, and No. 6 b, of Art, and five of Science, as well as a silver medal for

Science; also three science prizes.
1705. When you say "five of Science," what you mean is, that you have five certificates in Science, is it not?—Yes, for plane and solid geometry, mechanical drawing, building construction, animal physiology, and zoology.

1706. There is no limit to the number of certificates which a master may hold in Science, is there?-There is a list of subjects for examination, and he may take any or all the subjects of

each group.
1707. The system of payment on certificates does not prevail in the Science branch, and never has prevailed I believe?—A master is paid upon the results in the Science branch, provided he holds a certificate for the subject in which the results are obtained.

1708. In Art you hold three certificates?—Yes. 1709. What effect have the new Minutes of the Department, with regard to the payment of Art masters, had upon you?—I do not think that they have been sufficiently long in operation for me to be able to answer that question; they have not run an entire year yet, so that I could not quite say what effect they have had up to the present time, inasmuch as we have not as yet had made known to us the result of the medal examination, and therefore I cannot say what we might receive in payment from that source.

1710. What is your general impression with regard to the new system; in the first place as regards your own position, do you think it will be unfavourable to you as regards the amount of renumeration which you will receive?—I should think not; of course I have premised that I have had no opportunity of trying it as a whole yet, inasmuch as my certificate payment has run on up to last March, and therefore I have not had a

clear year to see the result.
1711. Did you consider that the certificate allowance was one that was guaranteed to you as a source of income, or that it was dependent upon circumstances which might at any time put an end to it?—It so happens that I have never had in any shape or form any such guarantee upon any one of my certificates, and I have never seen one of the certificates issued by the Department having any guarantee upon them. My first certificate was taken in 1852, before the system of payment upon certificates had been introduced at all; my other two certificates were taken in July last, after the system had ended, and the addenda upon those certificates of mine do not state anything at all about 10 %. a year. The note merely states that I shall be paid upon results as long as I am teaching; I have here the originals of my first certificate, and of my appoint ment in 1852, and a copy of the note upon my certificates of last year. (The same were handed in Vide Appendix.) My appointment in 1852 was the order upon which I proceeded to found the School of Art at Chester

School of Art at Chester. 1712. Do you consider that you have any cause of complaint in the substitution of a system of payment by results for the system of payment upon certificates?—I do not think I have any right to complain.

1713. You do not consider that even if it should prove that your income is thereby diminished, you have any right to complain of the alteration in the mode of payment?-I think

1714. What number of students have you in your entire district, in your Schools of Art, not including the Schools of Science ?- The total number of individuals who received instruction through the agency of the Schools of Art last year was 3,017. 1715. Mr.

1715. Mr. Edward Egerton.] At Chester, I 1715. Mr. Eawara Egerton.] At Chester, I suppose?—At Chester, Wrexham, and Crewe. 1716. Chairman.] Are the schools at Wrexham and Crewe branch schools of the Chester school?

1717. How many of those students are in the ational schools, and how many in the Schools of attended of the National schools there are

1718. In what way do you reckon up the umber of students that are given as being in he School of Art, in the returns that are made to he Department?—There have been 133 indidual students paying fees during the past year; ven free scholars, according to the rules of the epartment, and 23 free local scholars, making a otal of 163, including 17 students in the ladies norning class.

1719. Are all the rest in the evening class?—

Il the rest are in the evening classes.

1720. Of what class are those persons who atend the evening classes generally?—I think I an best answer that question, by referring to the ppendix to my last report to the Department, iving an analysis of their trades. Those that I ut in red ink are the cases of boys who attend nd are of no occupation themselves, therefore hat is put is the occupation of the father.

1721. Will you read out the principal numbers om that statement?—Five clerks, 3 children of lerks, 2 upholsterers, 1 painter, 1 painter's child, children of cathedral vergers, 6 joiners, 5 chilren of joiners, 21 engineers, 3 children of engieers, 1 solicitor's child, 3 pawnbrokers' children, publicans' children, 2 carvers, 1 child of a oreman in a wharf, 1 child of druggist, 2 brickayers, 6 bricklayers' children, 1 printer, 3 bakers' hildren, 1 brewer's child, 2 drapers, 8 fitters, 4 tters' children, 6 pattern makers, 7 pupil teahers, 1 teacher, 1 child of church clerk, 1 child f shoemaker, 1 child of agent, 4 children of ardeners, 1 builder's clerk, 2 architects' clerks, miller's child, 1 saw-sharpener's child, 1 porter's hild, 4 ironmongers, 1 schoolmaster's child, 1 utler's child, 1 collector of taxes' child, 5 turners, turners' children, 4 moulders, 1 laundress's child, carpenters, 2 carpenters' children and 4 pattern nakers, making a total of 146; and 17 ladies in he morning class; making together 163.

1722. Among those, what number should you ay were students to whom the study of design was of direct importance?—Not very many, s far as ornamental design is concerned, but echanical, architectural, and object drawing, is f immediate importance to all of them; there re not any staple manufactures in Chester alling for much teaching of design; but I am repared to produce the names of some of the tudents who have had a necessity for designing, nd who are now doing well through the teach-

ng they acquired in the school.

1723. What number of medals have been taken by your students in the last three or four years?
—In 1863 they took 12 medals, in 1862 they
look 16, in 1861 they took 19. I can give the umber for three years further back by this paper

the Committee wish it.

1724. How many of those have been taken in he higher stages; for instance, how many have een taken in the figure stages?—Very few, asmuch as our school scarcely pretends to be a school of Art of the highest class; we have not so much scope for that class of Art; we devote more me to the elementary, the architectural, and 0.53.

mechanical stages. But I will tell you the stages in which medals have been taken this last year. We took two medals in stage 11, one in stage 23, one in stage 22, one in stage 13, one in stage 8, one in stage 10, one in stage 6, one in stage 3, and three in stage 2.

1725. Are any of those in the painting stages? -One was for tempera painting; a design from

1726. Do you teach much painting in the schools?-Not much; there is not much scope or requirement for it.

1727. Do you hold a certificate in painting?—

1728. I gather that the chief part of the teaching in your school is elementary?-It depends upon the stages to which you consider the word "elementary" to apply. We have taken several medals; in fact, we have taken medals almost every year for architectural design, which is one of the highest stages; and for machinery; drawing from actual measurement also.

1729. Do you find any indisposition on the part of the inspectors to recognize architectural or mechanical drawing as worthy of medals?— Certainly not. The inspectors are always desirous to reward any works of merit we produce, and have always acknowledged the importance of the architectural and mechanical stages.

1730. Have you any pupils of architects who attend the school?—Several architects' clerks

and apprentices.

1731. Have they taken any medals for architectural design?—Yes, they have taken the medals which I have spoken of just now.

1732. Those medals, then, in fact, have not been taken by artizans?—The architects' clerks who have attended in our school are not what you would call articled clerks; they are mere working clerks, rather apprentices than anything else.

1733. Do you find that carpenters, or other artizans of a similar occupation, take medals in those classes?—Two builders have done so; so have upholsterers, stone-carvers, millwrights, &c.

1734. Would those architectural students reckon as artizans under the terms of the new students Minutes?—I think those particular ones would. I had that question very deeply sifted for a document in the Science division which we had to send up to the Department for a monetary claim; and our secretary in Chester explained that they came distinctly within the term "artizan." One of them is in the receipt of 9s. a week wages; he is not an articled pupil at all; he merely does his week's work, and is paid for it: he dignifies himself by the name of a clerk, because he cannot exactly call himself a workman.

1735. Are the great majority of those included in the evening classes persons who would come within the Departments' definition of the word "artizan"?—They would all do so, except three; and to those we charge a double fee. I am very particular now, and the excellently arranged new registers furnished by the Department enable us to prove all particulars.

1736. Have you now, or have you had, many prize students in the school?—We have three this year; we had seven the year before; and eight the year before that; then two, and two,

and two, and four again.
1737. What class of persons were they who obtained those prize studentships ?--Artizans and

Mr. E. A. Davidson.

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25 April 1864. two teachers. One of the teachers was a master, and the other the mistress of a National school.

1738. Were they very much valued in the

school?-Very much indeed.

1739. Do you think that the abolition of prize studentships would be injurious to the school generally; that is to say, to the spirit of the school?—I think that they were very much valued; they occasioned a great appreciation of the value of remaining a long while in the school, and going on with the regular course.

1743. Do you think that the abolition of free studentships would have a tendency to deter the students from remaining as long as, they otherwise might?—I do not think it would altogether deter them, but I think it would withdraw a very

great inducement from them to remain.

1741. Do you think that they will remain without that inducement?—That I have to see. I should be guessing if I said that I thought they would. I have had no opportunity of seeing the result. We have students who have never tried for prize studentships, and have remained very

many years in the school.

1742. With regard to those who have obtained prize studentships, from your knowledge of their circumstances, are they persons who, you think, would not have remained if they had not had free studentships?—I think it does not arise only from their private pecuniary circumstances but from other causes. I know two or three cases where the student has continued in the school on account

of being a prize student.

1743. With regard to the Art pupil teacherships, do you consider that it is an advantage or a disadvantage to substitute local scholarships for the Art pupil teacherships?—I think it may be an advantage to the State to have abolished the Art pupil teacherships and put the local scholarships in their place, for one reason, because it raises the standard, as they have to send up the first four works which are required for their master's certificate; and therefore we shall do in the country so much of the work of the Training School, that when they do come up to London under the new Minute, it will be for a shorter time, because they will have done all the works and drawings that are required.

1744. How will it affect your school?—I filled up the appointments this year without any trouble at all, but of course I cannot say what it may do in future years. I can merely speak from this year. My former pupil teacher, whom I might call, in fact, an assistant master, for he has been with me ever since the pupil-teacher system was founded, remains with me, and intends to run the risk of how much he will get; and another young lad, who has entirely learned drawing with me, beginning from drawing on slates in a National School, becoming subsequently a student in the School of Art, and then a prize student, has now passed his drawings and been appointed to a local

scholarship.

1745. You have a large amount of parochial school teaching, do you think that the system upon which the local school of Art and the parochial schools are connected, is a good one?—I have never heard any objection expressed to it, nor have I ever found any defect in the working of it.

1746. Do you think that it is a good principle to make the amount of assistance to be given to the provincial schools of Art dependent upon the number of students that the master can get in the

National schools?—It acts well in my case because we have a large number of schools, should think there would be some difficulty in the case of a master who has only a small district and is situated in a place where there are not many National schools, because an Art master cannot compel schools to arise on purpose for him to teach, nor can he compel National schoolmaster to accept his services.

1747. The case at Chester appears to be one in which there is a small demand for the teaching of design, and a large demand for elementary teaching in the parochial schools?—Quite so,

1748. Would the same system which suits place circumstanced like Chester be likely to sur the circumstances of a place where there was great deal of demand for the higher teaching, and not a corresponding demand for the elementary teaching in the National schools?-I should thin if the central school was well taught and well managed, the advantages resulting from the teaching of Parochial schools ought, under the system of paying by results, to be quite balance as far as income is concerned, by the result which the master would get from the medals and second grade prizes in the School of Art. In large School of Art the master would be able get a great many second grade prizes as well upon which he would receive a payment 10 s. each, whereas a master might get from National school a number of first grade prizes on which he would only get a payment of 1

1749. Have you found the Parochial school generally willing to pay the 5 l. a year required by the Department?—I speak entirely from memory, but I do not remember any one which has fallen off from my teaching and pleaded that they objected to the payment.

1750. How many National schools are there in

1750. How many National schools are there in connection with your provincial School of Art?-Fourteen; but all of those do not pay.

1751. How many of them pay?—Six; and get a bonus from the Department upon all la grade prizes taken in the others.

1752. Have any of the other eight ever paid

-Yes.

1753. All of them?—No; two of them have done so.

1754. When did those two discontinue paying —Two years ago, when the master of the om took a full drawing certificate, and in the other school they engaged an assistant master, who had been a pupil teacher in a National school, who also completed his drawing certificate and went there.

drawing in the schools which continue to pay?—There is not at this particular moment; but there was a few months ago. There was the case of one of my own students, from the Training College, who had taken a certificate there, and was still retained at 10 l. a year in the school of which he was the assistant-master, because it was a large school and there was plenty of work for both of us. I taught the higher classes, and superintended the whole, and he taught in my absence, and assisted in the geometry lessons.

1756. Do you think it is likely, from what you have known of the working of the teaching is the Parochial schools, that the payments will be kept up by the Parochial schools in the country generally?—I think they will in my district, and throughout the country generally, if the Af

maste

ster shows that he can teach the higher and actically useful branches.

retically useful 1757. Is it not the tendency of the present 1757. Is it not the tendency of the present that the masters, in the Parochial schools, come themselves competent to teach drawing?

Yes. 1758. Is it likely that the schools whose 1758. Is it likely that the schools whose insters are themselves competent to teach draw-maters are themselves competent to teach draw-maters will continue to make payments to the will continue to make payments to the revery case; but that question was brought every case; but that question was brought ward some years ago by the masters, and put the Department at one of the masters' meetings, and we clearly understood that the object of schoolmaster coming to a school of Art to be might drawing, is to qualify himself to teach having in his school; and the same is true with pil teachers. In the case of a pupil teacher were paid a bonus of 30s. upon each paper lich he took; I considered that to be given with teach.

1759. You mentioned that by many of the hools which had formerly paid to your school the payments had been withdrawn, the masters in those schools having become competent to teach the drawing themselves; do you suppose that it was in consequence of their having got masters who were competent to teach drawing themselves, that the payments to the Schools of Art were withdrawn?—In one case I can say that that was the case decidedly; but in the other, possibly there might have been other case; they increased their building, and had to make several drafts upon their funds; they were engaging an assistant master, and that assistant master happened to have a drawing certificate; of story, the withdrawing of that sum helped them.

1760. Are there masters holding drawing cerficates in any of the other schools which have ever paid to you?—Yes. The master of one chool has attended my Crewe branch, and has ken the certificate, and teaches very efficiently. I superintend the teaching of the drawing.

1761. Do you think that it is at all likely that tesystem of payments from the National schools, a Parochial schools to the Schools of Art, on account of the services of the master of the chools of Art, can be continued permanently this country?—That is a question to which it could be almost impossible for me to give an aswer; I am not fully acquainted with the torking of National schools out of our district. 1762. Can you suggest any reason why the lational schools should continue to pay?—Yes, I hink if the drawing taught in the National schools

ink if the drawing taught in the National schools of a practical and useful character, we shall ad the parents understanding the system and preciating it, and the fee of a halfpenny or a enny a week which is charged in some schools ay enable the National schools to pay to the chools of Art.

1763. I do not ask whether the teaching of rawing would be kept up in the National schools, whether the children would pay a fee for it, at whether it is at all probable that the National thools would continue to pay 5 l. a year, or any ther sum, to the School of Art to obtain the rvices of the School of Art master, when they have masters of their own who are competent to tach elementary drawing?—I should think not all cases, where they have a master certificated being competent to teach drawing.

1764. Can you suggest any advantage or reason for their continuing the payment at all in cases where they have a master competent to teach drawing ?-I should think it is a very great advantage to them; for anyone practically acquainted with the whole subject of drawing must know that the amount of drawing that a student in a training college gets to enable him to take a drawing certificate, is very limited. The students in training for National schoolmasters have so many other subjects to grasp; they go immediately from a lesson in drawing to some other lesson in which, at least, a portion of what they have learnt in the drawing lesson becomes neutralised by the next subject; therefore, I think they never learn Art beyond a certain stage. I do not think that what you give to a National schoolmaster is a sound Art education, in an extended sense. The consequence is that unless some additional extraneous assistance comes in from the master of a school of Art with a greater amount of knowledge and practice, I do not think that the mere teaching of drawing by National schoolmasters, would go much farther than elementary instruction; but drawing assists them materially in illustrating their lessons in objects, mechanics, geography, &c., and certainly improves the writing.

1765. You do not think it would be possible to organise and keep up a system of satisfactorily teaching elementary drawing in Parochial schools, through the instrumentality of the Parochial schoolmasters, without the intervention of the masters of Schools of Art?—It would certainly not be so efficient as if they had the assistance and superintendence of masters from Schools of Art.

1766. Have you found many children who have learned drawing in the Parochial schools come to your provincial School of Art, and continue as students there?-Very many indeed, I can give you the numbers as to last year: out of 12 medals taken, five were by students who had been brought up from slate drawing in National schools, and who had subsequently attended the School of Art; out of 23 successful second-grade papers, 13 have been by students who have been boys in National schools; one became a prize student, and a very large firm in Castle-street, Holborn, London, Messrs. Johnson and Sons, the eminent lithographers, have taken him now; they have foregone entirely their premium of 50 l., and give him wages at once, 5 s. a week; they are putting him at once in the drawing and colouring office; they are patentees of the large crystal taband chromo fulgent illuminated show-boards, lets for which they obtained a medal in the Great Exhibition. They communicated with me about this youth, and they have informed me recently that they would be glad to get some more students of mine. Nearly all the architects, builders, engineers, upholsterers, and, in fact, all the trades in my district which in any way require drawing, have been supplied with youths from my School of Art, and I constantly receive applications for

1767. Have you found that the introduction of the revised Code into the primary schools has had any effect either upon the willingness of the masters of those schools to have the pupils taught drawing, or upon the willingness of the pupils themselves to learn it?—I think there has been a great willingness on the part of the masters in the National schools, especially those who do not hold drawing certificates, inasmuch as they get a bonus

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upon the drawing classes for assisting me, which they would not have been entitled to under any other circumstances.

1768. I speak of the revised Code in the primary branch. You do not find that it has been up the case that masters being anxious to present their children for payment in reading, writing, and arithmetic, have withdrawn their attention from drawing, in order to concentrate it upon the other subjects?-Not in any one case. Drawing has become such a universal thing in the Chester schools, that if it were discontinued it would cause boys to leave and go to another school.

1769. Have you found that there has been less willingness to learn drawing upon the part of the training college with which you are connected? -No: I have found no such unwillingness.

1770. Have you ever had any cause to complain of the manner in which the medals have been awarded in your school?—No; not any.

1771. You have found the system of inspection altogether satisfactory?—I have. The inspector who has visited us has been so uniformly fair, business-like, and careful, that not only I, but all the schoolmasters and students, have been perfectly satisfied with the awards.

1772. What length of time have the inspectors taken in inspecting the drawings for medals?-I think it has taken them about two hours or a little more; ours is not a large school, you will remember; the average number of students attending would be from 24 to 30.

1773. Have any of your students spent any great length of time in preparing drawings for

medals?—They have in some cases.

1774. How long is the longest time that you can remember a student taking in preparing a drawing?-I do not know of any drawing that has extended over a longer period than a half year in real execution. But I may mention that in the case of a student who has now sent up a whole series of designs for a town hall, those designs were talked of and rough sketches gone through, and submitted in a preparatory condition for a good portion of the previous half year, but he never really set to work upon them until the beginning of one half year, and finished them at the end of it.

1775. Were those original designs?—Yes.
1776. Have you ever known several months spent over the copying of examples which have to be copied for the medals?—Not very many months; that is, if the students attended with

anything like regularity

1777. Do you think that the system by which the medals are to be limited to so many in each section, and to so many altogether, is a satisfactory system?—I think it is. I think if more than three medals were given for any particular section, it would depreciate their value very much, think that three in each section and the total number of 30 is quite as extensive as it ought

1778. You having, I think, 120 or 130 students in your school, think that three in each section would be enough; should you say that the same would be the case, if, instead of having 120 or 130 students, you had 400 or 500?-I should think it would be enough, because we never take medals in all the stages, and there would be more stages open to a larger school than we could possibly embrace in our school, we never having got beyond 19. Perhaps you will permit me to say that we have never had the 146

students at one time; those are the individual who have passed through the school in the we have never had more than 30 in the school one time.

1779. Do you think that it is possible that same number of three medals can be the renumber for schools which may vary so much in numbers, as a school which has only at one time, and a school which has 300 or at one time? - I should think it would, because as I mentioned before, there are a great ma stages, and the smaller school could not possib touch all the stages, whereas the larger see could. I do not think that in my school could ever have reached the number of 30 mel with the subjects we find it necessary to tea unless we gave one subject to every individu student in the school.

1780. Do you find that the arrangements the Department are sufficiently elastic to allow your borrowing objects from the collection South Kensington Museum? I think they are

1781. Of what use have the collections South Kensington been to you? - In our ease, was not our fault that they were not of use; Department offered us the travelling Muses for an occasion on which we were to have soirée, but the soirée was given up on account other circumstances, and therefore, we did want it; in addition to that, we have barrow books from the Science and Art Library.

1782. Are you satisfied with the Department catalogue; do you think it is sufficiently full as explanatory? Yes, I have never found a difficulty in finding the exact books that

wanted if not ther yes very nov off .1871 1783. You have never thought that it would be convenient to have a larger catalogue, in order to enable you to see what works were published which were likely to be of use to you for an particular purpose?—Perhaps a better classifica tion might improve it.

1784. Have you ever borrowed works of An from the South Kensington Museum?-No, on

1785. Have you never had occasion to wis for works of Art from the school?—We have never found any necessity for it until now; we shall want some of Mulready's original drawing very soon, and those we intend applying for; took a medal last year for one of Mulready figures, drawn from the chromo-lithographs, for nished by the Department, and it seemed that was wrong in allowing the student to do it from that; the inspector ruled that it ought to have been from the original sketches at South Ker sington, and this year we intend to apply to one of the originals.

1786. You have found the Library of use; have you ever found the Central Museum of any us to your students?-I do not know whether has been of use to the students, because it is & very seldom that any of my students come to London; to me personally it has been of very great service. I have been to London to study for certificates at South Kensington twice since have been appointed; I have had my fare to and fro paid by the Department when I have come to study here, and each time when I have been successful in taking a certificate, I have received 10 s. a day for personal allowance besides my

1787. Do you consider that it would be likely to be of advantage to your school, if portions of

the Museum were sent for a time to the town or to the school, and allowed to remain there for ome months?—I think it might.

1788. Do you see any objection to the clause n the new Minutes, which provides that a stu-lent must have been five months in a school before he can be admitted to claim for a medal? Ithink it is advantageous, and I can literally say hat my students view it with a very great deal of atisfaction; for this reason: under the previous ystem, a young student might have been plodling very hard indeed, and getting some medal drawings done during the year, and if a new tudent were to come in during the last month, and work, whatever were his amount of knowedge, I had no power to object to his drawing for the medal, which, of course, he would get in opposition to the younger students; I know that n one or two cases that has tended to discourage the younger students very much.

1789. With regard to the pecuniary condition of your school; do you receive any subscriptions? We have not any regular subscriptions, only when we have been refurnishing and moving from one place to another we have asked for a few donations; during the whole time I have been in Chester, the amount of subscriptions would be

1790. What sort of premises have you?-The upper floor of the Mechanics' Institution; they were going to put a new roof to the building, and we suggested to them to raise the walls some few feet higher, and then put the roof on, and give us the space over the whole surface of the Institution; and that has been done.

1791. Do you pay any rent for it?—We pay

1792. What other expenses have you to meet; there is some expense for gas, I suppose?—Yes; gas, and attendance, travelling expenses, and

cleaning.
1793. What is the whole expense of your school for purposes of that kind?—I am afraid that I have not any paper with me to tell that, but I think it is about 25 /.; that amount may, perhaps, be open to correction, because I speak from memory; I have not the balance sheets

1794. Has the Committee of your school ever made any purchases of examples or casts?—Yes.

1795. Recently?—Not very recently, because we did not wish to trouble the public by asking them for more money, and we have had several awards of 10s. worth of examples, &c., for each medal we have taken from the Science and Art Department. We spent last year, in 1863, upon additional apparatus and furniture, 20 l. 0s. 7d., but in the year before we did not spend anything; in 1860, we spent 1 l. 6 s. 6 d.; in 1858, we spent 5l. 0s. 7d.; the reason why we have not spent more is simply that we have not had the money; we have no subscriptions.

1796. Do you find that you have abundance of time for teaching both the Art and the Science classes?—Sufficient, but I cannot say that I have abundance of time, for it takes my entire time, from early in the morning until very late at night.

1797. Did you find that your time was not sufficiently occupied by teaching the Art School before you took up the Science classes?—I had some time to spare, which I devoted to my own study. I have given that up to a great extent, and we work a little later, and begin earlier at the School of Art. We used to have the School 0.53.

of Art from seven till half-past eight o'clock; now we have the School of Art from half-past six till eight o'clock, and the Science class from eight to half-past nine, or a quarter to ten o'clock.

1798. You do not find that the change of hours is complained of in the Art school? - Certainly

1799. Do the same students learn in both schools?-Some of them. There are some who cannot leave work until later in the evening than the others, and they are in the Science division. Instead of taking architectural drawing in the Art division, they take building construction in the Science division.

1800. Upon what evenings do you teach the Art classes?—I teach personally the Art class and the Science class on Monday and Wednesday evenings, but the Art class is open on the Tuesday evening, and the senior local scholar takes the lessons, assisted by the second local scholar. The senior local scholar is a married man of about

1801. Do you teach also an evening class at Crewe?—I teach an evening class at Crewe on

the Tuesday and Thursday evenings.

1802. And at Wrexham? - Yes; at Wrexham there is a ladies' morning class, which takes up

the first half of Thursday.

1803. Do many of the students of the Art school compete in the Science examination?-Yes; when our school was examined last May, the Science school had been only established since the previous February, but we did tolerably well.

1804. Could you obtain payments from the Department for the same students in both schools? -Yes, I did; there was a notice put up in the Department at South Kensington, stating that masters taking the Science certificates would be paid upon both.

1805. Mr. Lowe.] Have you ever exercised your power of borrowing objects from the Art Museum?-Never from the Museum; I have con-

stantly from the Library.

1806. Why have you not borrowed objects from the Museum?—I have scarcely had a necessity for anything of the kind. We have several vases of our own. I have some works of Art of my own, and friends have constantly lent us

1807. Can you suggest any means by which the Museum might be made more useful to you in the country?—I can only suggest that it would be well if it could be sent down free of all expenses, and if the daily charge were taken

1808. You would like to be allowed to use it without making an exhibition of it, I suppose, and without incurring any risk, merely having it for the use of the school?—Yes; even if it were exhibited to the public, I think it would give an opportunity of publishing the school very much.

1809. Do you think that schools lose money upon these exhibitions; we have heard of some cases in which a loss has been alleged?—Yes, possibly; I think we did in the early days; we had the National medallion drawings. ally took the responsibility upon myself, and lost some money by it, but then that was in the early days of our school; the thing was not so well known as it is now.

1810. You were not summoned here by the Department of Science and Art, I believe?—I

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was not; my order came from the honourable

1811. You have a branch school at Crewe, I believe?—Yes.

1812. You obtained payments for that school, or awards in that school, did you not?—Yes; it is a branch, and is returned as such in my report from Chester.

1813. Do you find it an advantage to have a branch school?—There was a great necessity for the thing, and it came about in this way. They wrote to me, through Mr. Rigg, the principal of the college, or, rather, they communicated with me through him, to ask me to undertake the class. The institution there is under the London and North-Western Railway Company; they furnish me with free passes there and back twice a week, so that it merely costs me the time that I take in going and coming, and they provide the building, gas, firing, attendance, &c.

advantage to you, I suppose, looking at your own interest merely?—I do not think the fees of the Crewe School would be very remunerative, considering the time that I spend there and in travelling; but I have received grants upon the science prizes taken there, and shall now be paid on medals and second-grade papers passed.

1815. Do you think, upon the whole, that it pays you?—I think it does, though not very hand-somely.

1816. Upon the whole, you would rather do it than not, looking at your own interests merely?

Yes.

1817. You were asked about National schools setting up their own teachers; do you not think anything that tends to diffuse a taste for Art is, upon the whole, beneficial to those who are teaching the higher branches of Art.—Decidedly.

1818. In that way even the establishment of teachers who supplant you in one part of your Art teaching, is in some degree a benefit to you, is it not?—As long as the teaching is kept up to a certain mark, the teaching of drawing in National schools is of advantage to the Schools of Art; and that is true also with regard to middle-class schools. A man set up a school of his own near me, in which he teaches only landscape and head drawing; in fact, it is a poor sort of thing altogether; but I find that after a boy leaves there, the father sends him to the School of Art very often.

1819. You find that it is a sort of preparatory school to the School of Art?—Yes; in some cases, the parents being, or having been, pupils themselves in the School of Art, compare the instruction in the two schools, and send their boys to us

1820. It puts the idea of the School of Art into their heads, in fact?—Yes; and not only that; the boy will necessarily have got some little knowledge of form, or some little manual power.

1821. Have you had examples sent down to you from the Department at South Kensington?

—Yes, constantly.

1822. Are they suitable to your purpose, or not?—I think they are very much so, indeed; the only branch in which we might have more, in order to give us greater scope, is the machinery work.

1823. Can you make any suggestion as to how you could be more efficiently assisted by the central department in any respect; of course I will assume you would naturally like more money,

but I will exclude that?—I can scarcely suggest anything, for this reason, that whenever I have written to the Science and Art Department, be cause I have not thought some arrangement suggestive elastic, I have always found the greatest kindness and willingness on their parts to assist me, and to receive suggestions. Some years ago I sent up some suggestive designs for copies of objects; the Department sanctioned five of them, and paid me for them.

1824. What is the subscription to your school at Chester?—We have no regular subscription, 1825. It comes from the Training College, does it?—No.

1826. Is there no subscription at all?—No,

1827. What is the amount paid by the student?

—For last year there were 133 individuals who paid; they were not all there at the same time, but that is the number of names upon my paying register.

1828. Are those all other than artizans?—No. those are all artizans. a mood over stood and artizans.

1829. Have you any classes except the artizans?—There are three students in my school above the condition of artizans, who come to the artizan class; to those we charge a higher fee, 4 s. a month.

1830. Have you no ladies or gentlemen?— There is a ladies' class in the morning; it meets twice a week. win tou and ton bloom I said to

1831. That assists very much in maintaining the school, does not it?—It would if there were many in it; aving at add non-bluedal; addising

1832. There are not many, are there?—No. 1833. Mr. Ewart. There are only 17, I think?—Seventeen, including Wrexham; that is the

number of females who passed through in the year, there were never 17 at a time, only four or five.

1834. Mr. Lowe. What fees do they pay?—
Ten shillings a month.

1835. Can you tell me what you get by the classes above artizans in the year?—Yes; from the Wrexham Ladies' Class, 25 l. 10 s., from the female day class in Chester, 8 l. 15 s. at a results and

1836. You do not get quite 35 L together from that source?—No. The source had been determined and the source of th

1837. Have you had any communication with Mr. Sparkes, the master of the Lambeth School?

—I have had several communications from him, but have made no communications to him.

No, I had not time to enter upon the thing as a whole, and I thought it better not to attempt to answer his questions, especially as I could not sanction the course taken by the Art masters whom he represented.

1839. Mr. Potter.] What is the population of Chester approximately?—I do not quite know; it is 33,000 or 34,000.

1840. It is a wealthy and prosperous district, and the city itself is increasing, is it not?—Yes, increasing very rapidly.

1841. I think you stated that the subscriptions in the form of donations since the school commenced had not been more than 40 l. for the entire amount?—Yes, about 40 l. according to the continuous states.

1842. Mr. Ewart. Do you think that the exhibition of objects from the Kensington Museum at Chester would have a good effect upon the public taste as well as in instructing the artizans?

1843. And that therefore it would have a tendency to increase the demand for Art?—I think

hink so, especially if advertised and put forward a result belonging to the School of Art.

1844. What do you consider to have been the 1844. What do you consider to have been the 1864. What do you consider the 1864. What do you consider to have been the 1864. What do you consider to have been the 1864. What do you consider to have been the 1864. What do you consider to have been the 1864. What do you consider the 1864. What do you co

evating the ladies whom you mentioned at 1845. Of the ladies whom you mentioned at wrexham, how many are women in trades to hom the studies in Art will be an assistance in heir profession?—I do not think that there are evond two or three governesses or teachers.

re all private ladies, excepting the teachers, and re admit them at the lower rate of 3 s. a month. 1847. The ladies' class has had no very beneated effect, then, upon those women to whom udies in Art would be of assistance in their daily ork?—Perhaps not; but upon the whole there are been but very few students of the higher ass, compared with the number of working copie that have availed themselves of the School of Art; there have been several very efficient rivate teachers of drawing and painting, in

hester and the neighbourhood as and 1848. Mr. Bazley Do you expect your salary obe as productive to you personally under the ew system of payment, by results, as under the ld system?—I can scarcely say; the system this ear has only come partially to bear upon me, herefore, I would rather not give any distinct pinion upon that point; I mean to work as hard a possibly can to try and get as good a result spossible; I should not like to give an opinion t present, whether my income would or would not suffer.

1849. You began in the first instance by stating that you saw no objection to the changes hich have taken place; that satisfaction having een produced upon your mind, it is a reamable consideration, how far your own permal income will be affected by the change?—have no reason to think that it will be deleteiously affected, unless the standard of examination papers is seriously raised.)

1850. Do you know any National School eachers who have had education in Art?—I think hat all those who now hold certificates in Cheser literally began to learn drawing in our School of Art, and there are two or three others in Chester who, though they do not hold drawing ertificates, have taken two or three of the papers, and intended to finish taking their certificates; but list at present they are in abeyance in consequence of having to work so much more harder. In the winter season they have now to work in the night schools, and therefore they cannot stend to their Art education.

1851. Will not each teachers supersede the ecessity of your giving your assistance in National School teaching?—I have stated that, in one degree, it will; but in one particular case my services are retained at 10% a year, even though that school has had an assistant master, who has had a certificate; and several masters who hold certificates for drawing are glad of my aperintendence.

1852. The examples sent to you from South lensington generally have been satisfactory, I hink you said?—Yes.

1853. Do you approve of the architectural plans?—Those issued from Chatham, which I hink you refer to, are admirable, not only for the art division, but for the science. I do not be-0.53.

lieve that there is anything published better than that drawing made from the first plate of the Chatham course of Architectural Drawing handed from the wall of the Committe-room; and with regard to the machinery, we should only like to have something as large; perhaps these examples have raised our appreciation of them; they are so good in their way that we should like something of the kind in machinery. This set is published by permission of the Master General of Ordnance, for the use of the schools in connexion with the Science and Art Department.

1854. Do you think that the elements of architectural drawing are fairly included in that particular elevation?—Yes; and that is not my individual opinion, because these examples have been used by young architects and builders, and are approved of by them.

1855. Perhaps you would not approve of it as a standard of taste?—No, as an example of practical drawing, it is only intended for that purpose. Mov is product example.

1856. It is only as a lesson in drawing that you regard it?—Yes, it is not intended as an example of taste at all; it is the elevation of a small barrack.

1857. Mr. Gregson.] I think you stated that the number of children taught drawing in National Schools was 2,382?—Yes. may off the

1858. Are those in the National Schools of Chester only?—Chester and Crewe. I have no National School at present at Wrexham; I had, but it is the only school, I think, to my knowledge, where the parents seemed to think that the time spent in drawing was taken from some other subject; it was not a question of fee.

1859. Of that number 163 are in the School of

1859. Of that number 163 are in the School of Art, are they not?—Not out of that number, in addition to that number.

1860. What do you mean when you speak of the 163 as being the students of the School of Art?—Those are the individuals who have been in the school during the year.

1861. During the year 1863, do you mean?—Yes, during the year 1863, counting each student only one, and not adding up the number in the school every month.

1862. One hundred and forty-six, I think you said, came from the National Schools, and 17 were ladies?—One hundred and forty-six out of that 163 are those who are artisans, not necessarily from National Schools.

1863. Do you know the amount received during the year from pupils' fees, from ladies, and subscriptions?—I have here a rough copy of my last report. The pupils' fees of the artisans' class at Chester were 31 l. 18 s. 6 d., of the pupil teachers and teachers, 3 l. 10 s.; of the female day class, 8 l. 15 s.; Wrexham ladies' class, 25 l. 10 s.; Crewe artisans' class, 21 l. 8 s.; Crewe female class, 1 l. 6 s.

1864. How much have you received from the Government?—I have not a return with me of what we obtained from Government this year; when I took out this paper I had not the results.

results.

1865. Can you mention in round numbers how much you received the year before?—The year before, we received 224 l. 8 s. 7 d.; that is the return made in the Blue Book. This includes all grants, cost of inspection, prizes, medals, &c., as well as the stipend to pupil teachers.

1866. Was that the average amount of what O 2

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25 April 1864. you have been receiving? - No, it was rather more; this year it is a good deal less.

1867. What were the masters' total receipts in 1863?—I have not the balance sheet with me, but it was about 200 l. in recent years; but much less formerly.

1868. Can you form any idea of what the receipts would probably be under the new Minutes?

No. | jast rol garmanh

1869. What were your own total receipts during the year?—That is all that I have received; we have no sharing of profits at all; all expenses are paid out of the income, and the balance is paid to me by the secretary!

1870. The balance of how much?—The balance, whatever it may be; there is no share.

1871. Have you any idea of how much that has been? — My income from all these sources has been about 2004. noiteaubs larging to trag a

1872. Do you think that that 200 l. will be diminished under the new system?—It is impossible for me to say; but I should think not.

1873. How many medals were obtained in your school last year? Twelve medals in hello

1874. How many of those medals were obtained by members of the artizan class?—All but one, and that one has been obtained by a female; she is not in what we call the select ladies' class; her father is a minister of very limited means, and she pays 3 s. a month, but I have admitted her with the ladies' class; she cannot come with the artizans at night, therefore she comes with the ladies, but I only charge her 3 s. a month.

of the "Artizan class"?—There is a difficulty in defining it; we try as far as we can to sift the question; we have had people of very high station sending their daughters to a cheaper class, but I suggested that they had better be withdrawn and put into the higher class, and it was done at once. When any persons apply to be admitted into the artizan class, I at once see the parents or the friends who come with the students, or the students themselves, and I now draw a line distinctly between those who are artizans, and those who are not; I was not so severe formerly.

1876. Do you include clerks or innkeepers, or what line do you draw?—I take what I think a very good suggestion from the "Science Directory," and draw the line accordingly. If the father is not rated for the Income tax, or if the son earns his own living by weekly wages, I call him an artisan, her saw rights blodwed and saw

1876*. Has your number in the School of Art, increased or decreased? Increased in goilison

1877. Considerably?—Not considerably; but it has never gone down. There is one feature of my School of Art which it is advisable to mention perhaps, and that is, that I arrange my classes in the National Schools, beginning with the lowest class, and taking them in order round the school. As I find the lads improve, I gradually move them on and on to the end. At the beginning of a half year I select two or three from a particular school, and give them a free studentship in the School of Art for the half-year; if they do well, when that half-year is up, I give them a free studentship for another half year, in many cases. We find that we seldom have to extend it beyond the year, for the student will come with his 3s. in his hand, ready to pay his fee afterwards.

1878. What do you think will be the general effect of the new Code upon the Schools of Art?

—It is almost impossible for me to say; because,

I have not had any communication with other Schools of Art, and I know very little of them. I do not think that it will act detrimentally upon my school and any streaming bowells are.

1879. Mr. Salt. You stated to the Committee just now the number of medals that had been obtained in your school during the last three years?—Yes.

1880. I think they have rather diminished that time, have they not?—I think they have

1881. Can you give any reason for that? Yes, within the last two years I began the system of including young boys into the school and this year I was myself quite surprised at the success which resulted from that system. Some of the lads were very young indeed; our standard of age would be very much lower for the last two years, than for the previous years, young lower?—Because I have adopted the plan now of admitting some pupils, free, from the National schools, datas and tadd band now avail to the standard of the schools, datas and tadd band now avail to the second new yould be seen that the schools, datas and tadd band now avail to the second new to

1883. You have had some older boys, I suppose? Yes; we have had some older boys, I suppose?

1884. Have you ever found any unwillingness in the pupils to compete for the medals?—No if I saw any unwillingness, it would be in the who had not obtained medals, for, I should not encourage them beyond a certain extent, if I thought they were doing it unwillingly.

Committee, that you thought that 30 medals we quite sufficient to give to any school; who should they not be given in proportion to the number of pupils under education in the particular school?—I think 30 is a large number of any school; I consider that a medal is the higher kind of local reward that can be obtained, and fear, that if made too common, its value would be depreciated. It should these and the experience of the school of the school

1886. So that you never obtained more than 18. I think?—Never more startings on ai anoth and

1887. Is not that because you are limited to certain number upon each class?—No, I do not think that in any of those classes we could have taken more than three. Albunoisesses adopted but

1888. Should you see any objection to a large number of medals being allowed for a subject of study which has a relation to the manufacture of the locality?—I should see no objection to it. To 1889. You consider that there would be no objection having more medals allowed, but I do not think that it would be advisable. I think it would depreciate the value of the medals.

in Chester contain a large class of people who would not come under the term artizan?—No not a large class of them; only three in the materials. I did try to get a separate gentlemant class in the day-time, but only three answerd that call; and I drafted them into the evening school. Of course you can teach a large class and have more time available than you could be you were teaching two or three. Those gentlemen now learn with the artizans, but pay a higher feet to any materials of hamper now 1001.

1891. You are aware of this, that all those who are not artizans, are excluded from getting medals?—No, they are not excluded.

1892. Do you think that that is a good or bad plan?—I do not think that they ought to be excluded; nor are they.

1893. Are you aware that they are exclude

the present Minute ?- Nous We get no payent upon them, but they are not excluded, 1894. Do you think that that is a good plan? we were allowed payments upon them of course would be very much better for us, because we would get so much more, but I think they ought be charged a very much higher fee than the tizans, and that that ought to cover it. 1895 You would make the feel cover the payent, so that the State should not be put to any reat expense?—Yes, with regard to the higher asses of society. If I understand rightly the pject of giving us a bonus at all, is because e teach these artizans at a penny an hour; which rainly is not remunerative, and therefore we et an extra payment upon them. Young dadies ming into a class, I think, ought to be charged e full price of the education which is given to em; even then my fees are lower than they ald aget inferior instruction from a private aster for alt mort

1896. Have you found that the establishment fyour school has lessened the demand which is hade upon the time of private drawing masters. Chester I am not in a position to say. Before my being sent to Chester there had been one old gentleman who had enjoyed the ntire private practice in that neighbourhood for fivears. But he died shortly after my arrival. There are now two or three very good private eachers, and I believe they are doing very well.

1897. Were you here the other day when the entleman from Warrington was examined for the other day when the entleman from Warrington was examined for the other day when the entleman from Warrington was examined for the other day when the content of the other day when the other day when the content of the other day when the content of the other day when the content of the other day when the content of

1898. Mr. Adderley.] How many Science Classes id you state are taught in the Science School to Chester; about five, are there not?—Not five lasses; those are the certificates which I hold. cannot say that there is a class of Zoology and Physiology; at the present time there is only one then in Chester, and one at Crewe, and therefore there is no separate time allotted to them; hey come when the other students are doing their cience, and I give them their instructions, and etthem work them out, just examining their notes and sketches occasionally when I can spare the ime. So I more part of the part o

1899. Are you introducing additional subjects hen you find a demand for them? I am trying ordor so as fast as Lean take certificates. 1900. Are you guided at all by the amount of emand in the place, or how shall you be guided extending the science instruction? In shall ecidedly be guided by the circumstances of the ace; for instance, at Crewe it is a matter of the reatesto importance that the ment should be aught mechanical drawing not only in the art ivision, but mechanical drawing in the science ivision; and it visuabsolutely material that I hould take another certificate in the theoretical nd applied mechanics, because I shall be able astantly to establish a good science class there that subject! Then, in Chester, I do not think at it is a matter of very great importance which the sciences I teach To I think I should always et some pupils for either of themens

1901. You seemed to say in one of your navers, that the study of design did not bear pon any particular occupation in Chester 2+1 [ualified that, I think, by referring to the archiectural and engineering branches. (There are everal architects, and several builders, and some mechanical works and two foundries; these it is aided in a very important way indeed.

the various classes whom you suppose brings all the various classes whom you have mentioned, such as the sons of bakers and carpenters, to study design they come to learn practical drawing. As to the son of a baker, I happen to know him individually; here is going into some machinery works, and is learning mechanical drawing for that purpose.

and 1903. Do you think that the students generally come with a specific object, or is the instruction taken as a general part of education?—

I think that in Chester there is a mixture of both. In Crewe it is a definite question; they come there distinctly to dearn mechanical drawing.

1904. You think that there is a general feeling that the study of design may be looked upon as a part of general education? Yes

a part of general education? Yes, mode and an 1905. Without any specific application to any art? Yes, decidedly all think the only way to promulgate art there is to be as energetic as we can in teaching in the National schools. It was called into the shop of one of our leading upholstering firms, Messrs. Brown & Lamont, in Chester, the other day, and they showed me with great satisfaction a sideboard, with some good ornamental open scroll-work upon it, which had been designed by a young lad in their employ, who was originally a boy in a National school, and who in this last year won a medal a prize student-ship in our School of Art. Igin to anaxima add direction of the state of the sta

1906. Could you say that the study of design which has been going on now for 12 years in Chester, has had any general effect on the trade of the place?—I should think not; as a question of arnamental design merely, there being no manufactures requiring ornamental design; the trade of this portion of the county principally is in cheese and other agricultural produce. In Crewe, I should think, that it has operated upon the trade very much, because several of the young students who have been merely young workmen in the place, are from time to time, as necessity demands, taken into the drawing office to assist in the drawing department, and some have remained there permanently.

1907. I think you stated that you sustained some loss yourself in consequence of having an exhibition that was attempted once?—Yes.

1908. Was that from a dearth of interest in the subject?—I cannot quite say what the cause of it was, but the whole affair was very new indeed, and I do not think that there is any great disposition on the part of the Chester public to contribute in the way of donations to things of that kind that there is any great and kind that the great page is greatly great and a great page and the same in any of great and a great page and the same in the way of donations to things of that kind the same is greatly great and a great page and the same in the same in

1909. How long ago was that attempt made? Six or seven years ago; it was an exhibition of the prize medallion drawings. 101910. Should you think that now, if there was an exhibition, there would be more interest taken in it? I should think there would be, because during my Christmas vacation, I happened to go to a meeting of the Natural History Society there, and there were some photographs of the Sequoi Valley exhibited; a friend asked me if I thought we could not manage to exhibit them somewhere publicly, and I lent the School of Art for the purpose, and placed the photographs round the room, so as to look very nice, together with some works of our students; we intended to give the money resulting from the exhibition to the Natural History Society; there was not much to give them,

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1911. You say that there have been no subscriptions in either Crewe, Chester, or Wrexham; have subscriptions ever been applied for?—We

have applied for donations.

We never applied for subscriptions?—We never applied for subscriptions, because it has been made so clear to us that such subscriptions would be opposed to the spirit of the place; the Chester people are exceedingly charitable; there are very large charities, an infirmary, a blue school, a ragged school, and charitable institutions of all kinds; there is also a bible society, and various societies of the same kind; it is a cathedral city, and subscriptions to our school would be opposed to the spirit of the place, as interfering with the charities.

1913. There are no manufacturers there whose manufactures would be directly benefited by an

improvement in design?-No.

1914. You put in a form of certificate, which included a certain guarantee of a salary to a certain amount, I think?—For one year only; I think it is distinctly limited to that; I have not seen it lately.

1915. Can you say during what period such certificates were issued?—I have no idea.

1916. That guarantee for one year is on specified conditions, which are stated on the face of the certificate, is it not, as to work to be done by the master?—It says, "In granting this assistance, it must be understood that the master must teach," and so on.

1917. Therefore, there is a condition?—Yes,

for one year.

1918. Have you not made any calculation at all as to the effect of the new minutes upon

your income?-I have not.

1919. Why do you express your confidence that the new system will not diminish your income?—Because our results have always been very good as compared with those other schools, and if we are paid by results we shall certainly not be worse off.

1920. Still though the payment may be by results on principle it may be to any amount?—Xes; but there are some sources of payment open to us which never were open before. There are the payment upon the second-grade prizes, and payments upon the medals in some stages; those payments may, if well worked out, be productive of very respectable sums, I think.

1921. Therefore, in point of amount you are satisfied that the payment will be sufficient?—I think it will, but I speak for myself only.

1922. As to the principle; do you prefer the principle of payment by results to the principle of payment by certificate?—There is only one difficulty in my mind upon that, and that is, this: supposing we were laid up from illness for any length of time our results must necessarily suffer, whereas the certificate money would have run on all the while.

1923. How has the Chester School of Art stood in the national competition?—We have only taken one National Medallion during the whole time.

1924. Though you have competed from time to time?—We have had some drawings sent up every year.

1925. In what class was that national medallion taken?—By my Art pupil-teacher, who is

now in training at South Kensington. / I believe he was transferred from my school to be a pay teacher at the Warrington School.

1926. Chairman.] In what stage was that? I do not quite know the number; it was historrornament, one of the highest stages; it consists of gothic drawings from measurement from part of Chester Cathedral, classified according to date we have another set of that kind which have been up just recently.

1927. Can you tell what the total amount has been that your school has received from the Gavernment in any one year?—I can state it a taken from the Blue Books of the Department.

1928. Will you do so?—This includes the payments for medals, and the expense of inspection, prizes, payments to pupil teachers as master, &c. I have not the return of last year of course, inasmuch as the Blue Book is not out 1929. Will you state the total sum received

from the Government in any one recent year? In 1862 the Blue Book returns of all the expenses and money towards the Chester School of Art were 224 l. 8 s. 7 d.

1930. That we may consider as being what the Chester School of Art has cost the Govern

ment ?-Yes.

1931. Do you suppose that if that money wer all withdrawn, the School of Art could be ken up in Chester!—I should think not; I could no stop.

1932. What advantages do you consider that the public gets in return for the expenditure that 224 l.?—I think a very great advantage, you are having nearly 2,400 people taught, who certainly, previously to this system, never had notion of being taught.

1933. Of that number, a very large proportion are children in the National schools; are they not?—Yes, I was mentioning the whole number

of children; 2,382.

1934. How many of those are in the National schools?—All those are in the National schools; I am perfectly convinced that had the system never been brought about, not any of these children or parents would ever have learnt drawing; in fact, when I first came to Chester, I called together large bodies of the parents, and did black drawings for them, to show how the thing was to work, and it was almost ludicrous to see their great surprise at the idea of drawing being introduced into the schools. I still continue public lectures in working men's institution illustrating my remarks with numerous sketche on black boards; this has done much good, and I have had very large audiences.

1935. Do you hope that drawing has taken root in the schools now?—I hope so, in our district.

1936. Supposing that the Government aid were withdrawn altogether, do you think that the teaching of drawing could be maintained in the National schools?—It would languish very much recently there has been some attempt on the part of the masters to keep it up, I think.

1937. Do you consider that the continued expenditure of a sum of between 200 l. and 250 a year is called for in a place like Chester, for the sake of keeping up the drawing in the National Schools?—I do; but I think I have proved the usefulness of the Central School of Art as well-

1938. You were a student in the old school design, were you not?—Yes. way out to

1939. What

1939. What did you understand to be the obets of the old school of design? As the general nderstanding in the school, we were taught that was a mistaken term, and that the word "degn" was merely a perversion of the French erm ("dessin") for drawing.

1940. Did you understand that school was tablished for the sake of teaching the children the National schools 2+ Certainly not; not at

hat time.

1941. What did you understand that it was stablished for ?- To teach ornamental drawing,

gure drawing and design.

1942. In the principal seats of manufacture? was then only in connexion with the London chool at Somerset House, and there were not any schools of design throughout the country, nd I was too young to understand much about it. 1943. Mr. Lowe. You took high science cer-ficates, I believe?—I took three first-class cerficates, one second-class, and one third-class-a lver medal and three prizes.

1944. Did you contrive to do this without imairing the instruction in Art, do you think?-As ir as neglecting my work to study went, I may nswer that I study at hours when schools are

ot open.

1945. Were not Germans formerly employed n mechanical drawing very much in this country? Yes; in fact, the best models which we have of descriptive Geometry are a set published by the Polytechnic Institution in Darmstadt.

1946. Are the English beginning to supplant he Germans in that business in this country?les, I think so; the best proof is that we have ad that very set of models reproduced in Engand by Messrs. A, & J. Rigg, Chester. I made he drawings for these from the original set.

1947. Mr. Adderley.] Will you state what was our original object of studying in the School of besign?—At that time I was being brought up by ny uncle, who is a lithographic artist; perhaps, ought to say that I went first rather as a matter f taste. Then it was proposed to place me with by uncle, the lithographic artist, and then, having ot some notions of drawing, I indulged, as I supose nearly all young students do, in high hopes s to my future career. I thought I was going to e a painter. I went on so for several years, and hen being thrown on my own resources, I took to eaching drawing privately in London; then I eturned again to Somerset House for a time. I as only three months absolutely in training there or the mastership, and then was sent to Chester.

1948. What was the old system of paying upon econd grade papers, were not there payments ade upon second-grade papers before the new finutes?—I think not; there was not any payent upon the second-grade papers, and, therefore, think the new payment will be rather beneficial hen considered as a sort of set-off against the bolition of prize students. I have frequently nder the old system felt this difficulty: a student as remained with me, perhaps three years, and aken three second grade papers for which I have ad no payment; circumstances have compelled is removal, and he has gone to another school, and there he has taken the fourth paper, or hedal: the master of that school of art has got he 4 l. for himself, and the 1 l. for his school, paid pon his completing the requirements for the tudentship.

1949. The payments were awarded upon the king of the whole number of papers, were they

0.53. ...

not?-Yes, together with a medal, quite irrespective of whether they were all done in one

1950. Then, practically, the Department did pay upon the second-grade papers, though not always to the master who had assisted the student in preparing for them?—Yes, the master was paid eventually upon the prize studentship. I have frequently wished that we could be paid upon each individual paper as it was passed. I did think at that time that we might give a student a free year when we had had those payments. The payments were divided in that way, I think, with regard to the National School pupil teachers, because I once, in error, applied to the department for a payment upon the National School pupil teacher as a prize student; the answer was, that the Department had already paid 30 s. upon each paper which he passed, and therefore that I was not entitled to any payment at the end.

1951. You were therefore entitled to 30s.

upon the passing of each paper?-Yes.

1952. The payment was higher, but the number upon which it was paid was less than under the new Minute?-No, there are less pupilteachers now than formerly; we admitted those students at a reduced fee.

1953. How has your National school pupil teacher class gone on; is it as numerous as it was?—I have not had a separate class at all for pupil teachers. The number of pupil teachers is very much less than it was, owing to the primary

1954. Can you tell us by how much it has fallen off?—Speaking from memory, I think we have had seven or eight pupil teachers during the past year, and there was a time when we had. twenty-seven or twenty-eight; that is, because there are not so many pupil teachers now in Chester as there were.

1955. Mr. Maguire.] Do you approve of the different examples which are supplied to the schools?-I have always found them very good; in fact, some are admirable.

1956. Do you approve of the architectural examples?—Yes; I approve of them exceedingly.

1957. Do you approve of the front elevation of that house? (handing an example to the witness.)-If you speak of it not as a question of design, but as a question of beauty, I should not approve of it. It is not intended as an example of beauty; it is a barrack.

1958. Is that the only architectural example you have supplied by the department?-1 think that is the only set we have supplied by the de-

1959. Is that calculated to have much beneficial influence upon the architectural taste of the locality?—No; but I do not think that that is the most important point in connexion with architecture. I think that the adaptation and construction are the primary features in architectural

1960. Are you of opinion that in any locality a school of Art might have a very beneficial influence upon the art of the surrounding locality? -Decidedly.

1961. Which of the examples supplied from Kensington would have a beneficial influence upon the taste of the neighbourhood in architecture? - We have architectural ornaments and historic casts—casts of historic periods of ornament, which are very valuable examples; and we have had from the Library Gwilt, Chambers, Gibbs,

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Brandon, Fergusson, as well as several from the decorative section.

1962. I suppose you would not induce a builder to put a historic ornament upon an ordinary house —for instance, on a gin-palace or a draper's shop, would you?—We have had some very handsome drapers' shops built recently in Chester.

1963. With historic ornaments applied to them? The one I am thinking of is Elizabethan in character; the ornaments are very good Elizabethan ornaments. We have also some excellent

Gothic, applied to street architecture.

1964. Is there any example of a design, as a whole, for building a gentleman's residence or a design of street architecture furnished by the department?-No, not as copies; but there are plenty in the very fine works obtainable from the Library.

1965. Do you not think that such examples as would have a beneficial influence upon the locality ought to be supplied by the head department?-Yes, as an addition to those which we have, but

certainly not to supersede them.

1966. I think you stated that the making of cheese was the only branch of manufacture in your locality. Is it not the fact that shipbuilding, and engineering works, and railway works, are carried on very much?—Yes; my answer was with reference to the question of design in ornamental manufactures. There is a place where a shipbuilding yard was, but the ship-building yard is closed at present. There has been such an establishment for some time, and we have had all the young men that could spare time from there.

1967. How many certificates did I understand you to say you held?—Three for art, and five for

1968. Under the old Minute, what was your receipt from them ?—301. from the Art division; the science money has been always paid upon

results from the beginning.

1969. By what body is your school managed; have you a standing committee?—We had originally the Chancellor of the Diocese, the Rev. H. Raikes, and Mr. Wardell, the banker at Chester, the Rev. A. Rigg, and myself.

1970. Have you practically a managing or a supervising committee ?--Practically now we have only Mr. Rigg, the principal of the college. In the Science division we have the full number of

gentlemen required by the rules.

1971. Does that gentleman, who stands in place of the committee, approve of the late minute?-I have not had much conversation with him about it; he has not said anything to me disapproving of it.

1972. You have not, in fact, spoken to him formally upon the subject?—Yes, I have.

1973. Has he expressed an opinion favourable or unfavourable to the new minute?—He has expressed an opinion that he does not wish to interfere with it.

1974. He would like to see it continued, is that it?—He has not authorised me to give his opinion

1975. Mr. Ewart. You must have some more ornamental application of the Arts at Chester besides making cheese, have you not?-Yes; of course I did not mean that that was the only trade carried on in Chester.

1976. You have large upholsterers, have you not?-Yes; I stated that the leading upholsterer has expressed his satisfaction at a piece of work executed by a youth who has recently come there

who was trained in one of our National Schools and subsequently in the school of Art.

1977. You stated that the word "design," applied to schools of design, meant merely draw ing?—No; my answer was with reference to the Honourable Chairman's question. With regard to the school of design at Somerset House, and what we understood to be the purpose of the school, one of the charges made by the student at the time, embodied in the little pamphlet which they published, was that the system was no general enough, and that the name was a misin terpretation of the French name for a school of drawing which had been interpreted into "school of design." I speak from memory, as I was ven young at that time; I was 12 years old when first went to Somerset House; it was in 1840,

1978. Are you aware what the definition of the word "design" is in English?—I think?

1979. Is it not given in Johnson's dictionary as "the idea which an artist endeavours to exe cute or express"; would not that be much more extensive than "drawing"?-I do not know the exact definition in Johnson's dictionary, but] should think that that would be nearly the explanation of it. I do not think that "design" would apply only to ornamental design.

1980. Or to mere drawing?—Or to mere draw. ing; I think that a pattern is the intention of it 1981. Mr. Adderley.] Has there been any reduction at all in your staff of masters, assistant masters, or pupil teachers, in consequence of the fear of a loss of income under the new Minutes? No; the senior pupil teacher has become a local scholar, and I have guaranteed to him that if hi results do not come up to the income which he has had before, I will make it up. I have been always in the habit of giving, in addition to his 20 l., a bonus to him, on account of the work at the end of each year upon the results. I had given 3 d. a piece upon each first grade prize we obtained, also 10s. on prize studentships, and 2s. 6d. on pupil teachers, and these payments in one year amounted to 8 l. or 9 l. to him. do this because he is more efficient than he might be supposed to be for a pupil teacher, and he is capable to take charge of the school of art on

Tuesday night when I am at Crewe.

1982. Chairman.] Do you consider that you receive more from the department in respect of science than in respect of Art teaching, or vice versa?-I had last year the certificate money, and then received very much more on Art than on science. I can scarcely speak confidently as to the results in science, because we had been only three or four months established in science when we took the examination. I thought it was best to let the students go in for the examination at once, because they would see that it was a reality, in-

stead of waiting for 15 months longer.

You told the Committee that you 1983. thought if the Government aid had been with drawn from the Art Department the School of Art would not be self-supporting; do you think that if Government aid were withdrawn from the Science Department the School of Science would be self-supporting?—Certainly not, because I am not charging any separate fee for the Science students. If I see that the students in the Art classes get on well, and that they have some knowledge of that branch of study, I draught them into the Science class as a reward, an charge no Science fee; but, of course, if a student

omes in to enter the Science class, and not the ones in a should charge him a fee; then the rt class, then the received the the received enses, the room, gas, &c., being found by the chool of Art.

1984. Mr. Trefusis. I I think you have some ho are not artisans in the artisans class in the shool of Art; how much do they pay ?- They ay 4 s. a month fee, and 2 s., instead of 1 s., on

1986. The artisans only pay 1s. ?- Yes, 1s. atrance, and 2s. per month regular fee; we ouble everything for the others.

1986. They pay a double fee for the week?—double fee for the month; they pay 6 s. the north, and 4 s. for every month after-

rards. 1987. That is all the fee which they pay? hat is all the fee they pays

1988. They cannot earn what we may call a aying medal? No, they can earn a medal, but e cannot get payment upon it

1989. Mr. Arthur Mills.] You have been asked ome questions with regard to the elevation of a ouse which is furnished to you by the Departent; I think I understood you to state that you id not think it was the business of the Departnent to teach architecture? I did not say so xactly.

1990. What was your answer? I was asked hether I considered it tasteful or pretty as an levation of a house, and I said that I did not hink that it was necessary that it should be so tall, inasmuch as it was the front of a barrack. was not put forward at all as an example of mamental urchitecture design; it is the course hich the engineers learn at Chatham!

1991. You consider that that elevation is only tended to represent what ought to be the cade of a barrack; is that your understanding it?—No; my attention has never until now een drawn to that elevation as a particular exmple of any kind; I think it is merely given us to enable them to introduce the admirable detail which is given in the subsequent sheets; it is a question of construction.

1992. Mr. Ewart. They do not attempt ornament? No; they do not attempt ornament in

1993. Mr. Arthur Mills. Would you not think that to furnish such a design as an example would be rather mischievous than advantageous with a view to the promoting of good taste?—
I do not think that the whole of that set is intended to promote taste at all, but absolutely scientific construction and detail,

1994. You think it has no reference to anything but construction?—It has nothing to do with anything but construction; from the Library we can borrow handsome things if we choose, and I am scarcely ever without some books on loan. The Department are extremely liberal in the number of books they allow us to have at once.

1995. Do you think that it would be possible to combine in the same examples both good taste and good principles of construction?...I think the more separate they are kept in the first stages the better. I think if we start upon architecture solely as a question of taste, we shall fail in the construction & As should construct the building first, and place the ornament upon if afterwards; though perhaps I might construct it with a view to the ornament that was to come afterwards, yet I should never sacrifice the construction to the ornament.

1996. Mr. Ewart. You need not put an ugly exterior for the sake of your construction, I suppose? Not necessarily, of course; nor a bad construction for the sake of ornament, however good or tasteful that ornament might be.

1997. Mr. Arthur Mills.] Has your attention been directed to what is called the National Medallion with regard to the prize which is given? No; we have taken so few of them, that I have not paid much attention to the subject.

Mr. JOSEPH PATRICK BACON, called in; and further Examined.

1998. Chairman. You were asked a few quesons at the close of the last sitting of the Comittee with regard to the expenditure upon the chools of Art, and with regard to the disproportion hich you thought existed between the expendiare upon the Central Museum and the provincial thous; have you any observations to add to our evidence upon that point?—I would wish to ead some correspondence with the masters of arous schools upon that subject. With reference the Department averages taken, the master of e York School says, "No poor school in York will pay 5t.; one only pays 2t. 10s.; the rest are aught for nothing. I wish to impress these facts on the notice of the art masters, as well as eing a fair subject for the Committee of Inquiry. it just to the art masters to be forced to do his work for nothing? Then the Department caims the merit of cheapness, and includes all those taught for nothing under the general average an individual cost of 8sl 8d. At York, out f 940 poor children taught, 94 are brought up for Namination, and about 68 pass; in 1863 (this year) passed; now this really represents the total umber on whose account any payment is made, ad the payment is 3s. (including prizes a little over that sum), and not 8s. 8d. on this small 0.53.

number even; out of the 3s., the Art master only gets 2s. or 1s., and in no case the whole 3s. I J. P. Bacon. am sure you will feel the importance of these remarks by reference to the 10th Report of the Department, Appendix C. 2 Bridgenorth and Reading have ceased to receive pecuniary aid, because insufficient instruction was given to the poorer classes. A suggestion here arises! is the action of the Department only to force this poor school teaching to the neglect of the higher branches of Art? If so, the country is and has been very much deceived. The teaching in the poor schools is uncertain and trifling; the constant change of pupils, and always beginning again and again, together with the youth of the scholars, are the main causes. See 10th Report, pages 103 and 105. Out of 71,423 poor scholars, only 3,896 were successful in getting prizes. The department says this state of things is to be corrected by the new Code. See Appendix C., page 55, 10th Report. Do not be misled by the statement there made; it cannot be so. The new Minutes are discouraging the teaching in these schools, and they are gradually disassociating themselves from schools of Art, because of the little encouragement given by the very Code that is to cause the remedy. The grand total of poor scholars for

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1863 (see Calendar) is only 70,820, being 603 less than in 1862, 5,483 less than in 1861, 3,447 less than In York some poor schools have refused in 1860. to receive the instruction at all, even when offered for nothing." In reference to the Central Museum, the master of the Cork School says, in answer to the question whether he has ever borrowed, "No; the Committee calculated that if they brought the travelling collection to Cork, it would entail a loss of somewhere about 40 l., and we cannot afford that." The Taunton master says, "The travelling museum has been here (about five years ago) to aid a bazaar for the rebuilding of a church tower. I do not know that it was of any special benefit to the School of Art." master of the Devonport School says, "The travelling museum was here once, but, in order to prevent loss, the Committee had to provide music, and exhibit a quantity of other things. It is not intended to have it again." The master at Carlisle says, it is "too great a risk" to borrow it, and that they could not afford it. The master of the Durham school says, "We never have borrowed it, and the funds of the school could not pay the charges of the Department, viz., 1 l. per day, besides all other incidental expenses. It seems unfair that poor localities should have to pay for this exhibition when it is termed a 'travelling museum, to circulate objects of Art in the provinces,' and the expenses of this museum are provided for by the national grant of Parliament.

1999. Do you consider that Durham can properly be called a poor locality?—I really do not know the wealth of Durham; it is a cathedral town.

2000. If Durham cannot be called a poor locality, do you think that London could be called a poor locality?—I do not think London could be called a poor locality.

2001. Does London pay anything for the use of the museum?—No, not a penny, I think.

2002. Therefore Durham might feel possibly that it was rather hardly used, in proportion to London, if it had not that advantage from the specimens that are purchased out of the general taxes, to which Durham as well as London contributes, which London has without any expense? -Precisely so, I think that would be their feel-The master of the Dundee school says, "We had the travelling collection once some years ago, when no charge was made for the attendant; we lost a few pounds; it produced no good result that I know of." The master of the Yarmouth school says that they never borrowed it there, but they borrowed the "National Medallion Drawings, &c., producing a loss of 7 l. to the school, and doing little good." It would seem as if all the collections coming from the Department entail a loss upon the schools. The master of the Warrington school, when asked if he had borrowed it, says "No, and cannot afford it, inasmuch as it would cost us a pound a day, and would certainly bring in small returns. If we could have it free, as I think we ought, we should be glad to avail ourselves of it." The master of the Carmarthen school says, "I have not had the travelling museums, but have had the National Medallion Drawings in 1860, at my own expense; I lost 6 l. by it." At Macclesfield the master says, "In 1854" (I think he is uncertain about the date), "we had a collection from the Department for about eight weeks, collecting large additions to it from the locality; it resulted in some benefit to the school, but in a

pecuniary loss of about 20 l." Those are the principal answers which I have in reference to the travelling museum.

2003. The general effect of them is, that in these schools there is dissatisfaction at having a pay for the carriage of the museum; is not that so?—Yes, and paying the attendant a pound day while it remains in the locality.

2004. The feeling is, that, in order to make the museum as useful as it might be to the schools, it ought to be sent round from time to time free of charge?—Yes; I may say that in the central training class the Department have set up a small museum for the use of the school, all though they have next door to them the large Central Museum. I think that if such a play could be carried out in the other schools, it would be a great benefit; if they would send down permanently some really good objects of Art, and not mere curiosities, it would be a great service to the schools. The Department complain that they have not room for the things that they get; we have plenty of room in the country to receive anything they will send us.

2005. Have you made any estimate of the proportionate benefit which the provinces and the Central Department respectively receive out of the grant of 16,000 l., or thereabouts, for examples and diagrams?—That 16,000 l., I think is entirely for objects for the Central Museum, we have nothing at all to do with that; I am not sure whether there is a separate charge in the Blue Book for the examples sent to schools; I think it is included in one amount. The total amount expended by the Department on examples supplied to schools, according to the 10th report was 122 l. 16 s. 10% d.

the mode in which the Estimate is prepared and all before Parliament; will you look at the heading to the Estimate which is laid for the present year before Parliament, and read it to the Committee!

—"B. for Schools of Art and Science in the United Kingdom, South Kensington Museum, Library, &c., a list of which is given at p. 14. 1, Examples, diagrams of science and art, callogues, &c., granted and circulated to local schools, &c., and exhibited in the Art Museum, also the hire, carriage, and packing of articles, and expenses of circulating museum, forming &c., 16,000 l."

2007. Does it appear to you that that description is, in point of fact, deceptive, as leading Parliament to suppose that the sum of 16,000 is spent more exclusively for the benefit of the provincial schools than is really the case?—I think that is extremely deceptive.

2008. In what respect do you think it deceptive?—I think that any one unacquainted with the details would never think that those object were purchased entirely for the Central Museum and the great majority of them kept in the Central Museum.

2009. Does it seem to you that the words to wards the close, relating to the carriage and packing, are calculated to lead the public to be lieve that the carriage is paid for the schools? Yes. The carriage is really only paid one way, the schools have to pay it the other way. You borrow an object, you have to pay the carriage to the school; and if you send it to another school, that school pays the carriage from you school to itself. I claimed the indulgence of the Committee, when I read some averages on page 1999.

ast examination, saying that I could not make ast examined Tenth Report the exact sum paid or the country schools, and that paid for the entral Museum. I think this statement in the entral litation and the land statement in the statement i eceptive with the Tenth Report.

2010. Mr. Lowe.] You say that nobody would nderstand from this statement that these "exaples, diagrams of Science and Art, catalogues, c., granted and circulated to local schools, &c., and exhibited in the Art Museum," go to the entral Museum; is that the deception which ou speak of?—The impression produced by that that those things are intended for the proncial schools, whereas they are principally tended for the Central Museum; that is where, think, the deception is.

2011. Are you not aware that it is in the ower of the schools to borrow almost anything at they like to fix upon from the Central Juseum?—I am aware of that; but it is exemely difficult to get them. You can borrow rtain objects, but the conditions are so stringent. at Committees do not like to make themselves sponsible.

2012. What are the conditions that are so ringent?—The conditions are that the master, e treasurer, and secretary are to be responsible r the cost of the object.

2013. That is to say, if it should be broken or st?—Yes, if it should be broken or lost.

2014. Do you think that an improper regulaon for the Central Department to make to proct valuable public property?—I do not know hether that is a proper regulation or not, but think it deters many schools from borrowing jects of Art. Supposing, for instance, an object at cost 1,000 l. happened to be broken in ansmitting it from the Department to a school, would entail the cost of 1,000 l. on the school, hich would be tantamount to shutting it up.

2015. Do you think that those objects of Art ght to be risked without any guarantee?-I think so, if there is careful packing, and if the injury is not wilfully done.

2016. Are you aware that we ourselves at the partment have never broken a single object in

cking?—I am not aware.

2017. Have not the Department lately issued Minute, offering to lend examples out of the useum as subjects to be painted from?—They ve very lately done so; I think it has been ce this Committee has been asked for.

2018. You did not think it necessary to menn that in your complaint, I suppose, because was so recent?—It was so recent; I do not ow that I ever read that Minute yet.

2019. Cannot a school borrow any portable ject out of the Museum; I understand you to that they can borrow some objects at least? They can borrow some objects, but there has en an objection made that those objects were. t to be lent to be copied; they do not lend obts as examples.

2020. That is to say that valuable works of rt are not lent to be copied in the schools?-

ey are not lent as examples.

2021. You think that they ought to be?think they ought to be presented to the

2022. It comes to this, that what you think proper course, would be for the Department lend unique and valuable works of Art as copies for the students to work at in the schools? Not to work at, but to look at, and study from. J. P. Bacon.

2023. I understand your complaint to be, that the Department will not lend objects to copy?-I stated that they would not lend them to us as examples. I read a letter from the Department, informing us that they did not supply examples from the Central Museum.

2024. That is to say, they do lend them as examples, but rather as objects of Art?-Yes.

2025. They do supply objects which you can purchase at a certain price, do they not?-Yes, at the prices named in the catalogue; but the schools are not able to afford the very high-priced

2026. You think that that is the fault of the

Department?—Yes.

2027. In other words, it is their fault that eople do not subscribe more to the school?-

That is one way of putting it.

2028. Did not Hanley get a large profit upon the exhibition of the travelling museum?-They made 90 l.; but they had music and a set of water colour and oil paintings, which were lent them. I do not think the Department could claim credit for all that money. The exhibition would not for all that money. have paid, even with the addition of the late Mr. Ricardo's valuable water colour pictures, without having music and other things added.
2029. Do you happen to know the date of the

Minute, offering to lend objects out of the Museum to be painted from, to which I alluded just now?

-No.

2030. Should you be surprised to hear that it was in January 1863 that that Minute was passed? -I should. I do not think it has been issued

2031. I suppose if you had known that, you would not have said that it had been passed since this Committee was appointed or talked of?—It has been sent down to us since then.

2232. You spoke just now with a good deal of triumph about the failures which the different places had made in the exhibitions. You told the Committee, did you not, that one place and another had lost money by having those exhibitions? tions?-Yes.

2033. Do you think that that is the fault of the Department?—Yes, I think so, in consequence of the conditions which they impose. The conditions are too severe.

2034. It is optional with the schools whether they will take the exhibition or not, is it not?-

2035. If they make a miscalculation is that the fault of the Central Department?—No, not if they make a miscalculation, but if the conditions are so very stringent by the Department, it is tantamount to their not lending the collection

2036. It may be the fault of the Department that it does not make its conditions easier, but it cannot be the fault of the Department that people have miscalculated as to the profits to be made by exhibiting the collection; is not that so?-I think you cannot calculate whether the exhibition will pay or not.

2037. If you cannot calculate that, it is your own fault, and not the fault of the Department, is

it not?—I dare say it is.

2038. You state that the managers of a poor school at York refuse aid when it is offered to them for nothing. Do you consider that that is the

Mr.

Mr. J. P. Bacon. fault of the Department ?- They refused to allow the master to teach in the school.

2039. Even when his teaching was offered for

nothing?-Yes. 25 April 1864.

2040. Do you think that that is the fault of the Department?-No; but I think when the Department makes it a condition in the payment of a master that he must teach, although people will not let him in to teach, then the Department is somewhat to blame.

2041. Do you think then that the Department ought to pay you whether you teach or not?-I do not say that exactly, but the Department ought to take care that we have an opportunity of teaching; sometimes the managers will not let us in.

2042. Do you think that a master could not do something to persuade the managers to admit him?—I think he cannot compel the managers of schools to admit him.

2043. Did you ever try to persuade them?-I was trying to do so in one school for six months before they allowed me to teach.

2044. You were six months in persuading

them you say?-Yes.

2045. I gather from that that you succeeded in persuading them at last?-Yes.

2046. You had an interest in doing so, had you

not?-Yes.

2047. Do you not think that the Department may act not unwisely in making your interest identical with that of the public, the interest of both being that these poor children should be taught?—I do not know.

2048. What is the entire population of the

Potteries?—Over 100,000.

2049. How many schools are there in the district?—Two at present in the Potteries, besides the school at Newcastle.

2050. There are schools at Newcastle, Stoke, and Hanley, all in existence, I think?—Yes.

2051. And there is a fourth school coming at Burslem, is there not?—We expect it some time hence; it may be open in about two years.

2052. What is the distance of Newcastle from Stoke ?—Two miles.

2053. Do you consider that that district requires four Schools of Art ?- It is rather a question for the places themselves to decide than for me; they have established a school at each of those three places which I have mentioned.

2054. Do you think that the population in the Potteries of 100,000 persons, all really constituting one town, are not over supplied with Schools of Art?—If they are over supplied with three now, they are going to open another.

2055. Then, will they not be over supplied with four?-No, I think not, considering the

requirements of the Potteries.

2056. Can you state the number of pupils in the whole of those schools ?-I can from the Blue Book; in the Hanley Central School there are 149 students, in the Newcastle Central School there are 67, and in the Stoke-on-Trent School there are 81 students.

2057. That is to say, we have three schools to teach about 290 pupils, that is what it comes to, is it not?—Yes, 297 students.

2058. Mr. Adderley. That does not include the number taught in the parochial schools?—No, those are the numbers taught in the central schools.

2059. Mr. Lowe.] Do you not think that they might all be taught in one central school?-No.

2059*. Why not, what objection would then be to that?-I do not think they would attend

2060. Do you not know perfectly well that is a matter of local jealousy between the hamle that make up the Potteries, which keeps the three schools separate, and that it is not done at all with reference to the interests of Art?-Yes, it; a matter of local jealousy I know, but that doe not invalidate the answer which I gave, namely that they will not attend.

2061. If the hamlets have each got their sepa rate school, I suppose each supports its on

school ?-Yes.

2062. If they had only one, I suppose each them would support that school, would they not -I think not.

2063. Do you think they would give up, School of Art altogether rather than support on school?-Yes; there was an attempt made to esta blish one great central school at Stoke, but entirely failed.

2064. What subscriptions have you received for your school at Newcastle?-Between 50 l. and 60 l. We now are making efforts to raise more sul scriptions, and we have appointed a paid collecto

with that view.

2065. You have no rate have you?-I have been trying for the last four or five years to get, rate, but I have not been successful. We an going to make an effort at the coming annual meeting, which we hope will take place new Friday, to bring the case again before the public. have spoken to some of the members of the Corpo ration about it.

2066. Your school I find in 1863 took two

national medallions ?-Yes.

2067. It took eleven local medals and fig second-grade awards; you had one pupil teacher and you yourself held two certificates; is that so

2068. The sum you received altogether from Government being 30 l., namely, 20 l. on you two certificates and 10 l. for your pupil teacher -We should have been paid 20 l. upon that pup teacher, but that money has never been paid y There was a dispute between our Committee a the Department upon that subject; our Committee contended that the pupil teacher should have been paid 20 l. a year; he was recommended if appointment by them and, according to the con ditions in the Directory, he was entitled to be partitions in the Directory, he was entitled to be partitions. 20 l. a year. We had a new Secretary who not understand the conditions, so that, althou the Department sent down a note, saying that would be appointed at 10 l. a year, it was on when his first claim was sent up for 5 l. for a quarter that we found out that the change is been made and we wrote to them about it, and the sent back word that he was only entitled to 10 a year; that dispute is still pending.

2069. Do the Department say that he is on

to have 10 l. a year?—Yes.

2070. That would give 30 l. as your to receipt?—Yes.

2071. What would you have received for you medallions under the new system ?-I have ner calculated the payment under the new system to see whether I shall gain or lose. I have new considered it at all. I object to it entirely up principle.

2072. You do not think that you would be lost, do you ?- I think I should not have lost ! sonally, although perhaps as far as my school concerned there would have been a gain.

2073. Y

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2073. You would have received 61. 6s. for wo national medallions, would you not?—Yes.
2074. And 16 l. 10 s. for local medals?—Yes. 2074. And for second-grade awards 2 l. 10 s.?

2076. For the annual report, for yourself 101.?

2077. You would have had for a local scholar, f you had had one, instead of a pupil teacher, l, and for the second local scholar 9 l.?—Yes. 2078. That would have made 49 l. 10 s. intead of 30 l., would it not?—Yes.

2079. Then your objection is not that you lose noney by the new system, but you object to tupon principle?—Yes; I object to it on

principle.

2080. What is your objection upon the ground of principle?—I think it is unfair that after cerain engagements have been entered into by the Department it should break its word.

2081. Do you think the Department is bound adhere to those engagements even if it finds that they are not for the interest of the public?— I think the Department, when they make an engagement, are bound in honour to stand by it

like everybody else.
2082. Whether the interest of the Department or the public suffer or not, you think that you ought to receive the money upon your certificates? I think so, when we have done our duty to the Government and fulfilled the conditions to

their satisfaction.

2083. I will put it as a question of compensation; you say that you hold two certificates and that they are worth 20 l. a year if you do certain work; upon what principle do you think that the Government should compensate you supposing it were to take them away?-They were given upon the understanding that I should gain 10 l. upon each of them as long as I taught in the schools under the Department,

2084. Supposing we wished to put an end to the system for the public advantage, and wished to compensate you for your loss, what actual loss should you sustain?—I have never calculated, and I really cannot say.

2085. What certificates have you taken?-

2086. What are they?—The first and the sixth. The sixth is for mechanical drawing.

The sixth stage ?—Yes; I have likewise done all the papers for the second-the painting

2088. Those are only elementary certificates which you have taken?—Yes; the second is the painting certificate.

2089. That you have not taken?—I have done all the papers, and, in fact, everything except

that; I have not taken it.

2090. You have taken it altogether except that; you have not taken it; is that it?-No, that is hardly a fair way of putting it; I was told by Mr. Redgrave that it was not essential to go further than I have gone.

2091. You have not taken it, in short?—No.

2092. Have you ever been known as an artist? At present, I have two pictures at the Hull Exhibition, and I have a picture now at the Royal Academy; I have heard that it will not be hung, although it was originally accepted.

2093. I think you stated that you had no certificate for painting?—I ought to have, but I

have not. 0.53.

2094. Have you a certificate for the figure?—

2095. What did your training cost the State, for maintenance first ?—I suppose about 64 l.

2096. Is that all?—I was two years in the training class; during that time, I taught four hours a week, and the Department received payment for my teaching; if you deduct that, it would leave 64 l.

2097. What did you actually receive?—104 l. 2098. What do you suppose is the expense that the State was at in instructing you?-I really do not know.

2099. You have not added anything at all for

that ?-No.

2100. You have cost the State 104 l. for maintenance during training; you have cost it something more for instruction which we cannot exactly enter into, and the result is that you have

two elementary certificates?-Yes.

2101. And you consider yourself very illused, because a change is made in the mode of payment; has it not occurred to you that the State has rather a hard bargain in your case?-No, I think not; I think I am a very efficient servant of the State, and the labourer is worthy of his hire

2102. Although you have only two elementary certificates to show?—Yes, but I think I have conducted my school as well as if I had five, I

have taken medals in the figure stages.

2103. The Newcastle School is said to have 59 students in the Report; how many of those are artizans?—They are nearly all artizans; there are some clerks, but they are clerks connected with the Potteries; the principal bulk of the students at Newcastle are connected with the Potteries.

2104. Are there more than 26 artizans in the school?—I cannot say from memory; I think

there are more than 26.

2105. It appears that Government gives about 60 l. a year to this school, altogether; is that so? -Yes, I think it is more than that in the 10th Report; I will take it at 60 l.

2106. It is about 1 l. per student?—Yes.

2107. How many hours of your time every week are occupied in this Central School?—Fourteen hours, nominally; I have two afternoons and five evenings; but I spend more time than that, as every master who wishes to conduct his school well will spend more than the specified time.

2108. You are bound by the terms of the appointment to take three schools for the poor, are you not?—I scarcely know, it has been altered to one per cent. and five schools, and there have

been many other alterations.

2109. You do not comply with the condition,

whatever it is, do you?—I do.

2110. Then you have a right to a pupil teacher? -I have a right to a local scholar under the new system, and one was appointed to my school.
2111. Mr. Potter.] You stated, I think, that

there were 297 students out of a population of 100,000 in the Potteries?—Yes.

2112. That district is the seat of the finest orcelain manufacture in the country, is it not?-Yes.

2113. And there has been a great increase of the high class of works in the last eight or ten years, has there not?—Yes.

2114. I think you stated that the support given to those schools, with one very liberal exception, was very small?—Very small indeed; I P 3

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stated the amount of the subscriptions for the . P. Bacon, various schools; they were all small sums, with the exception which you allude to.

2115. There is no anxiety shown by the other manufacturers of porcelain, of whom I suppose there are about a dozen in the immediate locality, for the supply of that class of workmen at all?-I think that most manufacturers take an interest in the school, and wish their workmen to attend.

2116. They subscribe very little to it?-They

subscribe very little to it.

2117. Therefore there is no great desire shown on their part to keep up the school?-Not as

manifested by the subscriptions.

2118. You stated that Messrs. Minton had paid about 200 l. a year to support the Stoke School?—Yes, that would be under the mark; it is more than 200 l.; it was difficult to calculate how much it was, as they took all the bills in at Christmas, and paid them off, and said nothing about them.

2119. Messrs. Minton, of course, in their own works, have a large number of designers ?-Yes.

2120. They could educate pupils to any amount in their own schools, could they not?—Yes, I dare say they could; in fact, they have told me so.

2121. Would they not have been able, at a little expense, if they had chosen to do so, to educate their own pupils in Art; and for 200 l. or 300 l. a year more, could they not have given them the same education within their own premises, that their pupils or apprentices rather have gained at the Stoke School?—They might have educated them specially; but I do not think that they could have obtained the splendid collection of examples which they have at the Stoke Schools.

2122. Could not they have purchased those examples?—Yes.

2123. Do you think that Messrs. Minton would have hesitated to have purchased those examples, if they had been necessary ?- I think

2124. Is it not natural that Messrs. Minton should feel some little jealousy at educating the workmen of the neighbouring masters?-I think so. I think that was one cause why Messrs. Minton withdrew; they considered that they should not be taxed to educate all the Art workmen for the Potteries, in order that other masters might take advantage of it.

2125. Is it at all likely that the wealthy manufacturers who can supply all the Art they want within their own premises, should keep up schools to educate the workers of the smaller establishments?—On national grounds it is, per-

haps, a good thing for them to do so.

2126. Do not you think that trade jealousy will always prevent that?—I think it will to a great extent.

2127. Does not it do so practically now?—It

does to a great extent.

2128. With regard to the rate of wages, what is about the highest rate of wages that are paid to the people that are employed in painting on the porcelain?—It varies from about 24 s. to 3 l. or 4 l., or even 6 l.

2129. That is for journeymen per week?-

2130. Messrs. Minton have a very large number of apprentices, of course?—Yes; very large.

2131. Those apprentices they teach themselves?-They attend the Schools of Art.

2132. Some of them may do so?—Some of

em do. 2133. But the others are taught entirely upon the works, are they not?-Yes they are.

2134. Has any modelling been done in the Stoke School?—Yes; modelling is now taught but owing to the pecuniary difficulties that Stok fell into more than two years ago, a most efficien modelling master, a French gentleman, was dis missed or requested to resign along with myself,

2135. Have any of the works that have ever been modelled in that school been sold by the pupils employed there to any of the manufac. turers?—I am not aware; they may have been done so; I think that they have; I think that some works have been bought by the many facturers.

2136. A pupil of A. may come and modelin the school and sell the result of that modelling to B.?—Yes.

2137. Has it ever come to your knowledge that that has been done?—I cannot recall a instance.

2138. Do many pupils, who are educated in the Stoke School, after having become workmen in the Potteries, take to Art as a profession?-Some of them.

They naturally look to the higher branches as objects of ambition?—Yes.

2140. Have you drawn from the artist pro. fession workers into the Potteries; from the inferior ranks of the profession, of course?—Yes; and from the higher class of artists we have drawn the result of their skill into the Potteries,

2141. I suppose the very highest branch of Art in the Potteries consists in the designing for the small Parian figures ?-Yes, some of the very first artists we have, have contributed designs.
2142. Those are bought by the highest class of

purchasers in England, are they not?-Yes, and in France.

2143. And very well paid for ?—Yes.

2144. Are not the artists paid something for the

copyright; a sort of royalty?—Yes.
2145. Very large sums have been received from that source, have they not?—Yes, I think

2146. Mr. Ewart. Are the designers of the Parian statuettes foreigners or Englishmen?-Both French and English.

2147. When an inquiry was made into this subject many years ago, it was found that Art was much cheaper in France than in England, and that a greater number of persons followed it as a profession; do you think it may be said to be more accessible and cheaper now in England?-I think it is more accessible now than it was then; but I do not think we are quite up to the French. 2148. You think that it is cheaper upon the

Continent still ?—It is cheaper still upon the Continent, but it is cheaper in England than it

2149. Do you think that medals and national medallions are the best rewards that can be made to schools?—I think not. I think the schools are prized to death. One effect of the new Minutes will be to make the whole teaching a scramble for medals. I may state some facts upon that point. In 1859, I was reported, strangely enough, to my committee for having worked for medals, and a letter was sent down by the Department, saying that it was a misdirection of my labour to work for medals. That report was most unjust, but it is curious that I should have been reported for at when now the payment is made to depend

2150. Issuppose the medals and medallions are ely useful as an outward and visible sign of eny description of the mode of annual ?—Yes, but the effect of the mode of ting up the work for the medal payments is s: that the master is constantly looking rather what he can get out of the student, than at the dent's attainment in Art. Therefore, when it alleged that the new Minutes will make a ster work harder, I think it is true that it will ke him pay more attention to get the drawings ne according to the Department's standard, but will not give more attention to students upon whole. I think we insist too much upon ish in our schools, because in 1862 I saw some the drawings of the French schools, and those awings were very much more rough than ours, they were very effective and very well drawn, d answered all the purposes. The first thing which a student should be taught is to draw, not make a thin line for the sake of making it; a ing which was never known in Art until the Department introduced it.

2151. What would you substitute for medals d medallions ?—I would give them, but not in ch numbers as at present. I think that the plyment upon medals and medallions is a bad

inciple.

2152. Mr. Bazleý.] Are you aware, that the didents in the Schools of Art, when employed the Potteries, earn higher wages than the young en who have not had the advantage of Art edu-

cition?—I know that some of them do.

2153. Have they the same common manipulations to perform as the other workmen, or are ey employed in a higher class of work ?—Not ways. I have known students who have been eight or nine years in the school who did not make much of it. I knew one instance of a dudent who was so clever that he was dismissed in consequence, though certainly it was more the overlooker's fault than the master's.

2154. What is the highest rate of wages that you have known obtained by those who have had Art education in the Potteries?—I have no

data on which to form such an opinion.

2155. Probably you are aware that some of the students have not earned more than the common orkmen who had not had a similar advantage?— I am aware of that.

2156. Mr. Adderley.] You laid great stress to your objection to the new Minutes, solely a question of principle; you have not explained what you consider to be the fault of the principle?

I think it is a breach of faith.

2157. With regard to payment by results, expressing we were beginning de novo, should you have any objection to the principle of payment by results?—No; I should not, if we had any guanatee that those results would be fairly dealt out to us; but I must say that there is a general feeling throughout the schools of a want of condence in the Department from the many changes hat have been made in all parts of its administation: we have more administration than Art.

2158. Supposing the system was now begin-ing for the first time, and we were discussing hether it was better to pay salaries, or whether was better to pay by results, which do you conder would be the better mode of payment?—I hould say, decidedly, salaries.

2159. Why?—Because, I think if you pay upon the results, as they are prescribed, you compel a

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master to think of his students as raw materials to make money out of; and I think it is unfair to J. P. Bacon.
put the master in that position. I do not think
you will get the best work out of them if you

25 April pay them in that way.

2160. You would get more work out of them, would you not?-It would not be as good work.

2161. You think that the quality of a master's teaching will not be so good if he is to make an income in proportion to the results of that teaching?-Yes; the department has a mechanical standard, and he will have to work to it; as his income depends upon it he must naturally work towards that standard, and then the more useful teaching of the school will be ignored. I may say, generally, that in the payment upon results, I think one grand effect upon the schools of this payment upon results will be, that you will never get the working and teaching of a school adapted to the students. For instance, take a young man's case; he is a turner; he has been a steady workman, and wants to improve his condition; he is going to start to be a manufacturer. says to the master, that he is a young man who has not much time to lose by going through the elementary stages, but he wants to apply directly the teaching of the school to his trade. Then, you put him through a certain course suited to him-not the Department's course-and you make him copy vases and so on, to teach him the difference of lines—the difference between Greek and other lines, for instance. So you will give him a useful education, which he can directly apply in his work; but upon that result you will never get a penny. Still you are carrying out,

I think, the spirit of your appointment. 2162. Mr. Lowe.] Would it be unreasonable to ask him to pay for that special education?-I

do not know that he could afford it.
2163. Chairman.] As I understand you, you consider that if the master were paid by salary he would be in a position which would induce him to teach his pupils in the way that was best suited to their circumstances, and to the wants of each particular school?-Yes.

2164. Whereas if he is paid upon the system of results, that system must necessarily be so rigid as to compel him to follow a course which may not be the best for his particular locality?—Yes, decidedly. I think that the Department's course altogether is too rigid. I have two examples here to illustrate that. This example in Stage 8 A (producing a copy) is the example you must draw from to get the medal, or a national medallion; that must be done all through the schools, you cannot do any other. A master like anybody else will get tired of looking at that. I thought for a change I would get a student to make drawings of some of the antique figures which we have in the schools, he did so (producing another drawing). I do not say this as a complaint against the Inspector, because he was only following out his instructions, but he looked at it, and said, "That

is not the example," and passed it by.
2165. Mr. Adderley.] I suppose the rigid rule is established for the purpose of comparison?—I think anybody who knows drawings can tell whether one is as well done as another. I think that Sir Charles Eastlake, and those persons who are in the habit of looking at works of Art, do not

require that they should be the same.

2166. Chairman.] At all events, it is your opinion that even if it is necessary for comparison, it makes the system very rigid and tedious, and dull 3

Mr.

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dull to the masters and students?—Yes, and it makes the exhibition of student's works very monotonous, for year after year they are just the same people come in and look round and see just the same things as they saw the year before.

2167. It would be much the same as if in the primary schools the test for reading was always to read the same chapter of the same book?—Yes, precisely.

2168. Mr. Lowe.] It would be read by different children?—Yes.

2169. Chairman.] With this additional limitation, that if a student were fourth best in his class in one year he must do the same work over again the next year, to get a medal for it?—Yes, he must do the same work over again.

2170. Not because he had not attained the power of doing it the first year, but because there happened to be three students better than himself?—Yes. In some stages there are two things which you may compete in, for instance, here are two casts in one stage (producing two casts). I may observe that these casts are very bad. I had the specimen of that had cast sent up from the Hanley School, I could have produced as bad a one from my own school. In shading from the cast for the local medal you must use either this or the egg plant; you have no choice. That I consider a very bad cast, and it is very difficult to get it in such a light as to make it effective. We could get from the students of our own schools much better examples than the Department supply, if the Department would buy them for us. This is a cast from nature, produced in the Hanley School (producing a cast), and this which I have already produced is also said to be a cast from now ducing another cast).

2171. Has the attention of the Inspector, or any of the authorities of the Department, ever been called to the alleged inferiority of the cast which you have produced?—Yes; I may say that I received a cast myself that was very bad. I wrote to the Department, and they requested me to return it; I did return it and received another instead. I kept the cast that they sent instead and showed it to the Inspector when he came down, and he told me that he should have returned that cast also; that was the cast which I received instead of the first, it was a better cast than the one I had returned, but I told him I had received another. But I told him that I had got a knock across the knuckles for having returned the other, therefore the question dropped.

the other, therefore the question dropped.

2172. You were asked a little while ago whether you might not be considered a hard bargain to the State, did you not say that upon the new system of payment, by the result of your teaching, you would receive more than upon the old system of payment upon certificates?—I should very probably, according to the figures which were put to me.

2173. Then, according to that, you will be a harder bargain to the State now than you were before under the new system?—I presume so.

before under the new system?—I presume so. 2174. Do you suppose that if the Government grant were entirely withdrawn from the Schools of Art, any of the Schools of Art in the Potteries would be kept up?—I do not think they would.

2175. Do you think that they are not considered of sufficient value by the manufacturers to make it worth their while to keep them up?—They might be kept up for a very short time, but they would eventually sink.

2176. Mr. Adderley.] Even supposing a recould be levied?—We tried a rate a forting ago at Hanley, but could not get it; if we got rate we could keep the school open. The amount that we should raise in Newcastle, by a pen rate, would be 114 l. 8s. 1d.; and if we had support the Free Library and the School of Art we should still require subscriptions to keep to School of Art open.

2177. Mr. Potter.] Supposing that you had a not and gained 1141.8 s., 1 d., is it at all likely that the rate would be supplemented by subscriptions? I think, when people paid rates they would like to pay subscriptions; we have great disculty in getting subscriptions now, when there no rate.

2178. You say you have a difficulty now getting either a rate or subscriptions?—Yes.

2179. Mr. Ewart. Might you not charge in addition?—Yes, we do charge fees in addition 2180. Mr. Maguire. When was the attention of the Department called to these two examples—I have called the attention of the Department the masters' meeting, which I attended in London to those examples.

2181. Did you write, or did you personally any one?—I personally saw Mr. M Leod, and took my complaint down in writing from me.

2182. Was there any result from that?—In not know what the result was; I think there we not any result from it. 100 97881 977, 07.

ment called to it? I think it is four or five year

2184. Has their attention been called to since then?—I returned the cast I spoke of junow since then, and I received as I stated another cast in return; it was something better, but shad one.

2185. As far as you know, is the opinion expressed by you, the opinion expressed by the masters generally, that the casts are defective?—Generally, the casts are bad; I think all the schools having to use one example, is one cause why they are had.

why they are bad.
2186. You think that there ought to be more variety?—Yes; they cast the example for every school out of one mould, and the mould is so worn out; and if a school require two or the examples of the same cast, of course the mould gradually gets worse and worse, unless the moulds are replaced periodically.

other examples, that they are too much the same?—Yes; I think the masters should have little more power in the schools to select the examples, and to set the students to work from different examples; I do not think that this would at all interfere with the difficulty of deciding in London.

2188. Mr. Ewart.] You suggest that with view to the adapting of the examples to the exigencies of the localities in which the artizal live?—Yes; to adapt them to every district.

2189. You think that it is more desirable to have a stricter application of Art to the peculiar workmanship of each locality?—Yes; I think every master will endeavour to make his industry applicable to the district in which the school is situated; I think that is generally the cast now.

2190. I think you said, in speaking of the present mode of payment, that it enabled the masters to give the students the education which

was suited to them, did you not?—Yes; and if we have to work for results, upon medals, we shall be obliged to work according to the Department's course; now, most of the masters having been educated under the old system, have a traditional notion of how a school ought to be conducted; but if they come entirely under this mechanical system of working for results, a good deal of the most useful teaching in the schools will be banished.

2191. Mr. Maguire.] It was stated in evidence that from time to time valuable objects of Art which would be useful to assist particular branches of Art in manufacturing localities are sent down to those localities; have you had the advantage in your school of donations of objects of Art which would tend to improve the taste of your students, and to improve their manufactures?—I have borrowed a Mulready drawing, and I have borrowed a landscape for some of the students to conv.

2192. Is not pottery the chief branch of manufacture with you?—Most of our students are connected with the Potteries.

2193. What beautiful work in pottery or porcelain has been sent down to you by the Department from time to time; has there been any?—

2194. Mr. Lowe.] Have you ever asked for any?—No, we have never applied for any.

2195. Mr. Maguire.] Was any work of Art which would improve the taste of the workers in your locality ever volunteered by the Department?—I am not aware of any having been volunteered.

2196. I mean within your experience?—When I was at Stoke some things were sent down; I

am not aware whether they were asked for or not.

2197. When was that?—Four or five years

2198. To your knowledge, within the last four or five years, no article has been sent, such as a beautiful vase, or something useful for the school?

—I do not know the date, but the Department did lend some things to the Stoke school; they sent down some frames of engravings of very beautiful vases; they were lent for some time.

2199. When was that?—Six or seven years

2200. Since then nothing has been sent down?

Not that I know of.

2201. Has there been any such articles sent to your school at Newcastle; anything which would be an advantage to the trade or manufacture of the locality?—None.

2202. Has any such article been applied for by you?—No, I have only applied for the things I have stated, Mulready's drawings and a land-

2203. Mr. Cave.] Do you think that the levying of a rate for your school in Newcastle would have the effect of increasing the number of your pupils?—I am not sure whether it would; I think we have a good average at Newcastle; the school is very well attended. I say that upon the authority of the committee; they tell me that, with the population, I cannot expect to have a much larger number than I have at present.

2204. If people had to pay a rate, would not there be a tendency to send their children to get the benefit of the school more than they do now?—I think they would do so.

2205. You think that would be the case?—I think it would be the case to some extent.

Jouis, 28° die Aprilis, 1864, and can alled

MEMBERS PRESENT:

Mr. Adderley. Mr. Bazley.

Mr. Edward Egerton. Mr. Crum-Ewing.

Mr. William Ewart.

Mr. Gregso n.

Mr. Lowe.

Mr. Arthur Mills.

Sir Stafford Northcote.

Mr. Potter.

Mr. Tite.

Mr. Trefusis.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

EDMUND POTTER, Esq., a Member of the Committee, Examined.

E. Potter, Esq., M.P.

28 April 1864. 2206. Chairman.] I THINK you have been largely engaged in calico printing for a number of years?—Yes, for more than 40 years.

2207. You are a very large producer, I believe?—I think the largest in the world at pre-

sent, or very nearly so.

2208. Is the calico trade one which requires the application of a considerable amount of Art?

There is a great demand for Art labour, as applied to the production of designs, and immense sums are paid for the production of designs; of

course the designs are very numerous.

2209. From your position, you have naturally been led to watch with interest the progress of the application of Art to manufactures?—I have watched it very closely for 40 years, partly from necessity, and partly from taste. I have done a good deal with the pencil myself in early life. I have watched the application of Art to the production of articles of manufacture for that entire period. I have taken a great interest naturally in all the Schools of Design, and, in fact, in everything relating to Trade Art and design, in my own and other manufactures, for the last 40 years.

2210. In the course of those 40 years have you observed that there has been a growing attention paid by the Government, and by the public of this country, to the application of Art to manufacture?—A growing attention has been paid to it. The first time that my attention was more particularly drawn to the subject was at the time when Mr. Poulet Thomson, who was Member for Manchester from 1833 to 1837, was at the Board of Trade. He had very strong opinions connected with French taste, and he naturally, as belonging to the Board of Trade, thought that it would be desirable that the Government should watch the position of the two countries; and he, I think, at first appointed a Board, that sat at Somerset House. That Board was composed of gentlemen partly from the provinces, and partly connected with the Board of Trade.

2211. Are you speaking of a time subsequent to Mr. Ewart's Committee?—Yes; rather subsequent to that. The chief object of that Committee was to introduce what we call a better class of Trade Art, and in order that we might be the better able to compete with the French. That went on for a year or two; and Mr. Thomp-

son, of Clitheroe, a man of high standing in our own trade, and a very intelligent, well-educated man, who was then considered at the head of the print trade, was a member of that Board, or whatever it was called; and I think it was he who moved in the question first in our own neighbourhood. The first meeting in Manchester was held in the year 1838, in February of that year; Mr. James Heywood, the former Member for North Lancashire, was in the chair at the time. I was present, and I was the only calin printer who was so, and who took any interesting at that date. Mr. Haydon, the artist, was present; he had taken considerable interest in the subject. The objects of the meeting were stated in a circular which I have here, which perhaps, I may read: "The diffusion of know ledge, in whatever department of science it takes place, is a subject of great interest to every lover of public improvement; and the formation of a School of Design in the town of Manchester must tend to its commercial as well as classical prosperity, and must also prove beneficial to the inhabitants of the surrounding towns. Manchester, as the great emporium of human industry and production, creates within herself a considerable demand for the decorative and omamental departments of design in the operations of calico printing, fancy weaving, and embroider, Individuals employed in these branches of ar require an institution for the improvement of taste, and the encouragement of harmonious conceptions of beauty in form. Such an institution is equally requisite for students in civil engine neering, to whom precision of design, and the skilful use of instruments in surveying, planning &c., are essentially necessary in their professions pursuits. It has been well remarked by the Baron Charles Dupin, in his advice to manufacturers and the foremen of workshops, that the only efficient means to encounter opposition is to manufacture goods really better than our competitors. Superiority in manufactures de pends, in a great measure, on the fortunate exercise of taste, economy, industry, and invertion. The establishment of a School of Design in Manchester, is recommended, in order to en hance the value of manufactures in this district, to improve the taste of the rising generation, to infuse into the public mind a desire for symmet,

f form and elegance of design, and to educate or the public service a highly-intelligent class or the purchase and civil engineers." We began by rinting that address. I find that, at that ine, the objects were stated to be, instruction drawing from the round, instruction in drawng applicable to manufactures, and calico printin particular. The first master was a entleman of the name of Bell, who had been pupil of Sir David Wilkie's. The first salary re gave him was 150% a year; our rent was ree; at that time the school was held in one of he institutions of the town.

2212. That salary was entirely raised, was it ot, by subscriptions?—Yes; from a very small number of subscribers, in point of fact. I find hat, in October 1838, I myself proposed an elenentary school in addition to the teaching in that chool. I have a list of the first students in the irst quarter of the year 1839, who were 36, but f which number 12 were pattern designers, ine artists, and five architects; the rest made ip of sundry classes. At that time Mr. Whitworth, the present engineer, was one of the lirectors on our Board. In April 1839 we petiioned Parliament for a grant, one having been nade to the London school; that is to say, the school at Somerset House. The Government chool at Somerset House. ffered us 500 l. upon some conditions, which, I believe, were not accepted at that time. A menorial was then sent to the Lords of the Treaury, in which we stated the opinion of the Board at that time, "That the art of pattern designing as long languished in this country, which has peen nearly altogether dependent upon the Coninent for its best supply." The memorial went on to state that we expected that Schools of Art would remedy that want. The first application vas made to the calico printers, as a body, in 840, to become subscribers to the school, by nnual subscription. In 1841, I find it stated hat the school had 46 pupils in the first quarter, 22 in the second, 28 in the third, and 46 in the fourth; the annual subscriptions were only 36 l., and the donations only 145 l. It was then proposed that a scheme for extending the school hould be drawn out, and it was left to Mr. Thomson and myself to draw out that scheme. Mr. Thomson reported that the Government ntended to grant 10,000 l. a year, on condition of the schools paying their own current expenses. In 1841 we engaged our first ornamental drawing master; our former master had been an artist, and was rather a figure drawer than an brnamental drawing master.

2213. What fee was charged to the students t that time?—In July 1841 we had 16 patern designers, whom we charged 5s. a quarter; showing that our wish was to charge a low rate for the purpose of educating the artisan; that was before we were compelled to do anything of the kind by Government. Our students in 1841 were 98, of whom 25 were pattern designers. I and that in 1862, when there were about four times the number of students, the number of pattern designers was only 17, and in 1863 only 4, although the trade of calico printing, in which those men were employed, has increased n the meantime to the extent of 50 per cent. Our first grant was 250 l. per annum, and was received in March 1842, on condition that a imilar sum was raised by the locality. In 1843 Mr. Dyce, who was then connected with the bevernment School of Design, informed the 0.53.

Committee that the Government would control the management, and that 200 l. out of the 250 l. must be applied to the master's salary. In September 1843 the following address was sent out from the school; I believe it was written by myself. I will read an extract, to show the intentions with which the school was supported at that time:—"The School of Design of Manchester" (for we had then changed the name from School of Art' to 'School of Design') "is based on the same views of public utility as the School of Lyons, teaching the principles of the art of design as applicable to all industrial art, and laying a solid foundation of instruction for those who may decide upon the pursuit of higher Art hereafter." I find a note, in reference to the Lyons School, stating (what I know to be the fact) that the Lyons School had at that time 125 l., or what was equivalent to 125 l., from the French Government, and no less a sum than 1,2001. a year from the Municipality of Lyons; the teaching there, if not altogether free, was given for only a few francs a year: it might, in point of fact, be called a free school for artisans in Lyons. The first government aid which we received was in 1842, as I have stated; and in 1843 our first master, Mr. Bell, resigned. I may say that technical teaching was in some degree forced upon us, and he was adverse to it. Mr. Wallis was our next master; he promoted industrial Art The school was then under very active management, and it increased. But at that time differences with the Board of Trade sprung up, arising out of our objections to the mode of teaching, technical teaching more particularly. Mr. Wallis resigned in 1846: there was then a good deal of jealousy among the classes who supported the school, from the amount of technical teaching. I remember that when we sought to increase the subscriptions, we were met with the objection that the school was intended to be of no benefit to anybody except calico printers, and that, in fact, it was not an Art school; it was a calico-printer's school. I must confess that I shared, to a considerable extent, in those objections. Some changes had taken place in my opinions upon that point, and I thought the objections sound; but Mr. Wallis took a different view, and expressed his opinions very strongly. He expressed the opinion that the Manchester manufacturers, in fact, did hardly understand their own business, and that if they submitted to a different system of Art teaching, they would make much larger profits in their trade, and be better able to compete with other manufacturers. However, we did not agree with Mr. Wallis, and he left us. He opened a school in Manchester upon his own account, I believe, to carry out his own opinions, with the view of taking pupils for teaching technical Art, or Art applied to technical purposes; but he did not succeed.

2214. Do I rightly understand that Mr. Wallis left the school on account of a difference of opinion between him and the manufacturers, or on account of the difference of an opinion between Mr. Wallis and the Government School of Design ?-Both, in fact. There was a considerable amount of irritation, arising out of the mode of teaching, both as between the Directors and the Board of Trade and Mr. Wallis.

2215. Were the Council of the School of Design of the same opinion as the manufacturers at that time, or was there a difference of opinion between the Government and the manufacturers,

E. Potter, Esq., M.P.

E. Potter, Esq., M.P. 28 April 1864. as well as a difference of opinion between both of them and Mr. Wallis?—I think there was a difference of opinion throughout; there was a considerable difference of opinion with the Council at that time, and also a difference of opinion with the Board of Trade. I do not remember exactly the form of the differences as regards the Board of Trade.

2216. Was the resignation of Mr. Wallisma step that was acceptable to the manufacturers, as well as to the Board of Trade, or the Council of the School of Design?—I think it was acceptable to the directors at the time: find yhr()—Si binos

2217 Both taking the same view of the system which he was pursuing?—Yes, I think so, so far as I remember Our next master, Mr. Johnson, remained till 1847: Then we had a Mr. Cooper till 1849; and at that time the school was in a very thisettled state, arising from the difference of opinion as to what should be taught in it. In 1849 Mr. Hammersley came to us, and a considerable amount of new blood was brought into the school, and new subscriptions were raised. I will just read a short extract from an opinion of Mr. Hammersley, given at that time, which shows the state which the school was in previously to his conting. This extract has been taken from a Manchester paper of that date to The chief difficulties which the school has had to undergo from time to time have been the want of funds, and the distraction occasioned by continual changes and interference." Speaking on these subjects, the "Manchester Guardian newspaper, of 2d February 1850, stated as follows f-m" Divided management, and the want of any fixed principles on which the system of instruction was to be based, had erippled the exertions of the best masters, and resulted in constant innovations and changes, equally detrimental to the progress and dbnoxious to the tastes of the students. Apparent failure soon led to real embarrassment, and the belief that the institution was valueless tended more than any other circumstance to produce bad results." I find that Mr. Hammersley himself, in a communication to the Committee, just before his leaving in 1861 (11 years afterwards), gave an account of the losses and drawbacks which the school was obliged to undergo, from the time of the head master being so much taken up by official correspondence, statistical tables, outdoor visitation of poor schools, and other requirements of the Department, in addition to his practical school duties. His remarks were as follows:- "All have been badly done, and with much loss to the schools. Fees frequently not paid at all; fines not imposed; the libraries scarcely ever used; scores of pupils lost; and a very large sum of money annually lost to the school." That was his copinion at that date. Mr. Hammersley stayed with us down to the year 1861. During the early part of his residence in Manchester, the school was pretty well carried on, and was more successful, perhaps, than it was afterwards. To-wards the end of the time things became uneasy again, chiefly, perhaps, from too much having been thrown upon. Mr. Hammersley in the way of outdoor teaching, and the unsettled course of education in the school altogether. It ended ultimately in his resigning; in fact, in a forced resignation, at the request, I think, almost of the Directors.

2218. Mr. Adderley.] What was the date of his resignation?—It was in 1861; I do not know

2219. Chairman.] Are you aware that Me Hammersley was a very successful master Nottingham before he came to Manchester Yes, I am aware of that; I do not mean to an that Mr. Hammersley was not successful after came to Manchester, in the early part of his engagement there. Mr. Hammersley had a fixed sum from the Board of Trade of 300 l. a year, and it was an object with the directors for some time before he left to retain that amount of money the school. If Mr. Hammersley had not had that allowance from the Government, which we me derstood was to cease upon his leaving it, believe he would have left us sooner. Upon his going, however, the 300 k a year went with him and there was a considerable irritation and a strong feeling upon the part of the Directors with gard to that sum of money going with Mr. Ham mersley, and some correspondence took place with the Department of Science and Art upon the subject. The Directors, of course, were anxious to retain the 300% a year, and they had a correspondence with the Department of Science and Art upon the subject. I have a letter here, addressed to Mr. Bazley at that time by Mr. Norman M'Leod, in reference to this matter which, perhaps, I may be allowed to read : "With reference to your letter of the 22d September. addressed to the Board of Trade, and transmitted to this Department, I am directed by the Com. mittee of Council on Education to answer the inquiries it contains; these inquiries are, whether the salary of 300 L granted in April 1849 to Mr. Hammersley was granted in aid of Art education, or as a pension to the master; or, in other words, whether, on Mr. Hammersley's retirement from the Manchester School, the salary in question can be hereafter received by the school; or whether it is at the disposal of Mr. Hammersley. In reply, my Lords desire me to state, for your information, that the sum of 300 l. cannot be paid to the Manchester School or to any master, all such payments having been abolished by Minutes passed since 1852. Any salaries granted to masters before 1852 were continued only so long as they remained masters of the Schools of Design to which they had been appointed by the Board of Trade; no new salaries are now granted, and no fixed amount of payments made to any schools. The salary of 300 l. is not at the disposal of Mr. Hammersley; it ceased on his leaving Manchester, and will not be renewed to him. All payments now are made according to the Minutes, fully explained to two deputations from Manchester; and the amount of aid from the Department likely to be obtained in respect of Manchester was, on the whole, correctly stated in & letter written by Mr. Philips, one of the first deputation." Mr. Hammersley accordingly left us, and, very much to the annoyonce and surprise of the Board, they found that he took the 300 l. a year with him to Bristol, and since that time his name appears as one of the superannuated masters; he has a superannuation, I believe, of about 140 L. acyear. 11/10

2220. Mr. Adderley.] Do you know that he took the 300 h a year to Bristol, or is it only supposition on your part?—I believe that to be the fact; it is a fact, I believe, that he was super-

annuated

musted from Bristol, and not from Manchester. fr. Hammersley's date of service is mentioned the Estimates. I find this entry :--- Mr. Hamersley, the Master of Art School, Bristol: age, g; period of service, 19 years 3 months; yearly lary at time of retirement, 300 l.; yearly alwance granted, 130 las reause of retirement, bolition of office." Mr. Hammersley was supernuated on the 1st of October 1863. Ife had een in the service 191 years, but he was only syears of age. Now, Mr. Hammersley was lly competent to keep his position as a master a School of Art at that age; there is no doubt that, and the Manchester directors were very uch irritated by what they thought the unfair ansference of the funds elsewhere. I I may state hat Mr. Hammersley's emoluments have been Manchester; ithensalaries which the received on the school, and his emoluments altogether; received 340 lisfor the first entire year, that: cames torus; "that was in 185000 asan ground ben

2221. Mr. Edward Egerton. Was that from the Government and fees. He had half of some the fees, and a certain sum from the Government. The total amount which he received in 57 was 3521.; in 1858 he received 3692.; the received 4212.; in 1860 he received 4312, and in 1861, 4297. He undersold a good deal of outdoor teaching upon his own count: he was an artist, and I believe his come, during the last five or six years he was Manchester, was not less than 700% or 800%, year. I believe he has stated it at more than lat. We did think that, for a man at that time life to be superannuated, was not correct, and think it could hardly be conducive to the intests of our school, or of any school.

2222. Chairman, I do not quite understand fle bearing of your remarks in refevence to Mr. Hammersley's superannuation; do you consider that the school at Manchester was injured in any way by the superannuation being given to Mr. Hammersley when he left, or do you object to it as abad arrangement on the part of the public?—I think it was a bad example, and created a very il feeling, which diminished the support that the locality would otherwise have given to the school very much; it damaged the school to a great extent.

2223. Mr. Hammersley was not removed by the Department from Manchester, was he?—He was removed almost at the request of the Directors, because, really, his mode of conducting the school had not been correct for some years previously.

2224. In what way was the school at Manchester injured by the grant, if any grant was made, Mr. Hammersley?—Because there was a strong cling that if that sum of 300 l. a year was given the Department, it ought to have been continued to Manchester and not continued to a mater who really was inefficient; and yet he was allowed to carry it elsewhere. Of course the thing away of that sum of 300 l. a year from the machester School necessitated a fresh subscription to make up the deficiency in Manchester; we had to go to the town for 300 l. a year extra.

2225. Is it within your own knowledge that the Hammersley did receive the 300 l. a year extra wing the time that he was acting as a master clewhere?—The fact was stated to me; it can be roved or disproved. I find that he left us in 1861,

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and was superannuated in 1863, and that he was master of a school between those two periods.

2226. If it appeared that Mr. Hammersley did not receive any salary during the years he was at Bristol, would your objection fall to the ground?—If Mr. Hammersley did not receive any salary during the years he was at Bristol, then I do not see how he could be entitled to superannuation in 1863 agreet and 26 W.

2227 That is quite to separate point of The question of his superannuation some years after wards could not affect the Manchester School, could it?-Only that it creates a certain amount of irritation, because it is thought to be an unfair proceeding!; that is really the feeling! A school like the Manchester School, which is dependent upon subscriptions that are very difficult to get, is placed in an awkward position by such a proceeding. We had, when Mr. Hammersley left us, either to close the school or to raise additional subscriptions to the amount of 3001. 81 Subscriptions have been raised for two years to supply this amount of 300 km years I should like, at this points to give some evidence to show the little appreciation in which the Manchester School has been held by the locality for the dast 20 years, namely, from 1843 to 1863 and I hold in my hand the receipts during that time ! I wish to put these in, as showing the extreme difficulty which there has been to get the manufacturers in the neighbourhood of Manchester to give subscriptions in support of a School of Design In 1848 the subscriptions amounted to 245 l., and the Government gave 375 1 For the sake of illustration D will take another period. In 1852 the subscriptions were 3551.; in 1857 they had fallen to 273 l. in 1861 they were 222 l. only; in 1862, 221 l. In 1863 they were forced upwards, by the necessity of making up for the Government grant which had been taken away. of latnon

2228. What sum were they forced up to?

2229 Mr. Edward Egerton That was last year, was it not? Yes; there were also 287 h of donations. These additional subscriptions and donations are merely meant to cover the next two years; the object was to raise 600 h for the two next years, to replace the sum withdrawn by the Government grant.

2230. Chairman: In fact, the withdrawal of the Government grant has elicited a larger support from the town, has it not? It has elicited a larger support for two years only; it has elicited 287 l. in donations, and an increased support in subscriptions up to 381 l., but for two years only;

2231. You cannot say what will be the result in future years?-I could perhaps prophesy. I will put in this Table of Fees; it is a table stating the fees received during the whole period of 20 years (handing in the same Wide Appendix). The conclusion that we arrive at from this Table is this: I think it will be shown that the Manchester School could not be kept up without either subscriptions or a Government aid of about 600 de a year in the total expenditure, upon the average for nearly 20 years past, has varied from 1,100 l. to 1,300 l. a year. The amount of fees latterly has been larger, but a good deal of it has been derived from outdoor teaching in I may state that, in the last 20 years, our funds were deficient in 13 years out of the 20, and that we were in debt at the end of each year for 13 years out of the 20; we only made our balances meet

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in the remaining seven years. I will put in also a list of the students for the last two years. In 1862 there were only 306 students, and 368 in 1863. I should state that only one-half of those would be artisans; I think I may go further than that, and say that 200 out of the 300 were perfeetly competent to pay for a higher-class education.

2232. Mr. Edward Egerton.] Has the Government grant remained the same during those 20 years?-No; the amounts have varied considerably. We had Government grants at one time as high as 600 L a year; that was in 1850: the amount was reduced afterwards by degrees, but latterly it has increased again, owing to the grants that were made for outdoor teaching.

2233. Chairman.] Can you put in a paper which will show the progress of the amount of fees and the Government grants?—It will appear from the Table I have put in, for the last 20 years the School has depended upon Government grant

to a considerable extent.

2234. What has been the general feeling of the manufacturers of Manchester with reference to the value of the school?-It has been felt to be of very slight value. I will give the facts as briefly as I can: I have been connected, more or less, with the school from 1838 to 1861; perhaps for the last three or four years I have not paid the same close attention to it as formerly, but I have been aware of what has been going on. I admit that, as far as I was concerned, I advocated, first of all, technical teaching, and accordingly the object put forward in our first address was, the promotion of better designing; but my conclusion afterwards was, that technical teaching had a bad effect upon taste and art generally. know nothing more distressing, or more annoying, or more degrading to an artist of any taste than to have to bring himself down to draw the sort of designs that the calico printers want to supply their demands. There is little scope for taste in such work; the necessity is the demand of the customer, whoever he may be; it does not matter who he is; and the demand we have for high-class taste is very small; it is not as much as 10 or 15 per cent. out of the whole production; the productions of the trade are chiefly for lower-class wear or consumption, so to speak, and very little demand exists for higher-class productions.

2235. Is not it the case that, in order to produce anything of a superior design for calico printing, you must employ a considerable number of blocks?—Not at all.

2236. The class of goods which are produced with superior designs are and must be a more expensive class of goods than others in consequence of that, I suppose?—The great improvement made in machinery during the last 20 or 30 years has superseded the necessity for blocks, and, as far as regards mere taste in outline and precision of impression, and so on, you can get it much better from copper rollers than you can from the block; there is a much higher degree of taste in the articles produced now than 30 or 40 years ago, from

the superiority in the mode of production.
2237. Mr. Crum-Ewing.] The application of engraving enables you to produce better effects

now?—Yes.

2238. Chairman.] Therefore, superior Art may be applied to cheap goods without increasing the expense of production?—In my own productions, which are pretty nearly the largest in the trade, we produce the very highest class of taste and

art on the very lowest description of goods; very lowest cloth; we obtain quite a different class of Art from that which we employed 20 30 years ago. With respect to the school, the has been an increasing disinchination during whole of that time to teach technical Art, became we found that it injured the higher and sound class of teaching so much; I may say that I do remember any first-rate technical artist who sprung from the school; I do not deny that signers have gone into the school who have become figure drawers, and we have produced some artis of a high class, but not any great designers; have produced artists, but not trade artists.

2239. You have produced artists, but the have not turned their attention to designing trade?-No, they have left designing and take to Art; the better class of pupils have done to

upon the whole.

2240. Do you think that, upon the whole, w can say that the operations of the School Design have improved the taste of Mancheste or the designs on the Manchester fabrics? little; to an infinitesimally extent; I attanto importance to it myself; I will give a pro of that. If I were asked what the support give to the school by the manufacturers directly terested in ornamental textile fabrics was, reply would be:-"In the last 20 years, not average of 150 l. a year has been subscribed Manchester for the purposes of the school by the interested in manufactures." The subscriptions the average have been something like 350 l. a year but only 150 l. of that has come from the cal printers, or from the manufacturers; the other 200 l. has been subscribed mainly for the credit the town, to promote Art teaching and to ke open the School of Art; that is really the me sure of the appreciation; that is the amount support that the manufacturers have given to school. I would venture to say that I believe is quite equal to that of any other town in kingdom, apart from the Kensington Establish ment, which I leave out of the question altogethe I do not think that either Birmingham, Sheffield Glasgow, or the Potteries more particularly, require Art more than any manufacturers in country (with the exception in the case of a munificent subscriber, Messrs. Minton), has do more than we have done. I think this clear shows the appreciation of the manufacture throughout the whole country for Schools of and Art teaching, and shows that they do not see to supply themselves with designs in this count by means of these schools.

2241. From your acquaintance with the fee ings of manufacturers, do you attribute that wa of appreciation to their general distrust of teaching, or to their general dissatisfaction w the system at present pursued by the Depart ment?-I think that there is a good deal of in tation upon the subject; but my own feeling and that of others as largely interested as myst is this, that it is not by technical Art teaching teaching design that you can improve the man factures, but by the higher class of Art teaching If, in 1838, instead of establishing a School of and trying to keep it up for teaching designs, had established, in connection with the Royal stitution in Manchester, a School of Art for Il Art, we should have succeeded much better a have produced higher results. I am sure it we have been better supported, and I believe could have obtained large subscriptions from

ity, perhaps equal to 1,000 l. a year for a er and better class of teaching; but trade er and cramped us, and that is the reawhy we have met with little support. state, to give the Committee an idea of the that the large printers and manufacturers to the Manchester School, that it is within wn knowledge that we have had subscriptions ned, I admit with some difficulty, of not more 2 l. or 3 l., or possibly 5 l. a year from calico ers, who, to my certain knowledge, have t not less than 2,000 l. per annum each for the spirit in France. The value they have thed to the Manchester School of Art is litenot 5 l. a year each.

42. Do those persons employ designers in own employment, or do they go to persons se profession it is to be designers, and who supply designs to any manufacturer who goes em?-I will go into that question immeely as to the supply of designs to these ses. I only wish, in justification of Manster, to show that we are not insensible to value of Art, or even that the Art manufacthroughout the country are not insensible he value of Art. I believe that the largest port to modern paintings has really been given fanchester. I believe the purchases made of tings and works of Art, in the last 20 or 30 rs, have been larger in the Manchester district n in any district in the country. I believe sgow, Birmingham, and other places where y have their Art Schools, and where those ools have not flourished any more than our n, have done more to promote modern Art than other districts in the country, excluding, of rse, Manchester. We built in Manchester an itution, 30 years ago, which cost 30,000 l. or 0001. I think we have shown ourselves as ward in promoting Art as any district in the

243. Mr. Ewart. You mean the higher makes of Art, I suppose?—Yes; my opinion of results of the present system is this: I am ling to admit that the Department and the hools of Design have supplied what was wantbefore, namely, very good drawing masters, the early period the difficulty was to obtain sters who could teach decorative drawing. hat the effect upon the manufacture may have n I cannot say; it has been very triffing, I nk, if you look at the whole amount of instrucn. Compared with the extent of our manutures, and the little use we have made of it, think it has been very trifling. I may state t I know, although it is contrary to the opinion ressed by the Honourable Chairman at eter recently, that other trades, not connected th Art, have extended much more largely ring the last 30 or 40 years than those concted with Art; I come to this conclusion from

2244. Can you at all compare the demand for each and English designs respectively now th what it was before the schools were estabned?—I will state facts upon that subject. have a Table here which you might have some riosity to see; it shows the progress of the other des as compared with the cotton trade and ners in the last 30 or 40 years. I can hand it if it is desired. With regard to the present at in 1852 the students were 15,907 in the t Central Schools, and the pupils in the other

schools were 87,000. I find that the fees from what I consider the Art Students, proper, were 11,700 L, which shows an average of only 15 s. each received from students in the Central Schools; now, looking at the rate of fees, beginning at the lowest fee of 25s., and advancing up to 7 l. or 8 l. per annum, attendance in the schools would only be something like 6,000 pupils; I speak of the regular average attendance throughout the year 1862, after nearly 20 years' establishment of the schools. I do not think that the artizans, proper, out of those 6,000 or 7,000 pupils, whom I take as attending on the average, will be one half; I think the other half will be composed of amateurs who are perfectly well able to pay for themselves

2245. Would you tell the Committee what you consider to be the chance of the school being supported by the locality at Manchester?—I do not think, if it is kept on as a School of Design, that there is the slightest chance of it.

2246. Supposing that the Government grant and the Government interference were altogether withdrawn, do you suppose that the town of Manchester would keep up a School of Art for itself?—I hope they would do so. By taking a much higher position, and omitting the technical drawing altogether, I think they might.

2247. Do you think they might keep up a

School of High Art?-I think so.

2248. But you think that they would not be disposed to keep up a School of Art applicable to manufacture?—No, not Mixed Art. I see nothing to rely upon as a support for such a school, looking at the records of the past, and the continual struggle we have had for 20 years.

2249. Upon what principle do you suppose that they would keep up a School of High Art; would it be merely for the pride of having one connected with a large and important community like Manchester?-I think so, and also in order to bring out what certainly does exist, and has been shewn to exist among us, namely, a considerable amount of artistic talent in the district.

2250. You think that the school would not be kept up with reference to the trade of the place? -Not with reference to trade; I admit that the system of technical Art instruction may be very valuable to the upholsterers and cabinet makers, and the smaller manufacturers of that class, they benefit by it no doubt; but the larger manufacturers do not show that they appreciate it, and I do not myself think that they benefit to any extent.

Can you give any comparative statement of the value attached to French and English designs at the present time, and at any former period?-There has been a great increase in the import of French designs, and a decrease in the remuneration of our designers, and consequently a lessening number of English designers. Previous to 1840 there was a considerable remuneration to the designers at home; we most of us kept up large establishments, and to my certain knowledge there were many men receiving from 100 l. a year to 500 l. a year as designers for the trade: I believe no such sums are now paid in this country. There was a large school in London where designs were produced for calico printing, and it is within my own knowledge that at that time there were individuals connected with that school who realized as much as 1,000 l. a year; I believe it is as nearly as possible extinct now.

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2252. What school are you speaking of?-Private establishments for the production of patterns in London. They have gradually lessened down to the present date. We are more than ever reliant upon the Paris ateliers for designs. I have made a calculation which I believe to be within the mark; I know what certain houses pay, 2,000 l. or 3,000 l. a year, in Paris, for designs. We have regular agencies there, which we had not even a few years ago. I believe the amount paid by calico printers alone, at this very time is enormous; I may state, at once, that I know 12 houses that pay from 25,000 l. to 30,000 l. a year for designs; I believe the entire payment now in the trade, for l'rench designs alone, is upwards of 50,000 l. a year; we get much better designs in Paris; unless it were so, we should not go there of course. We have, in the meantime, lessened our own designing power very greatly.

2253. Mr. William Ewart.] Do you attribute this preference for French designs to the superiority of the Art education in France ?- No; I believe it is a very rare thing for any of the French workmen to have had any education in

the public schools at all.

2254. Mr. Arthur Mills. To what do you ascribe the preference then?—I have always held that France is the best market for artistic fabrics; it is the very centre of the world of taste and fashion. The Art labour in Paris, 20 years ago, was very much cheaper than our own; I dare say it has increased a little since then, and our own has gone down.

2255. Chairman.] With regard to the power of execution, do you think that the superiority of the English workman in executing designs has increased since the establishment of the Schools of Art?-Upon the lowest prints which we send to all the markets of the world we now produce the very best designs; we should take a design produced in the French markets for an expensive dress, worth 1 l. or 2 l., and produce it upon a dress worth 5s.

2256. I ask whether you consider that there has been any improvement in the artistic power of the English workman since the system of training in the Art Schools has been introduced?-There may have been a slight improvement. There has been an improvement in the drawing power, but it has hardly been remunerated. believe that the wages of pattern designers have gone down nearly 50 per cent. in the last 20 years; there has been less demand for them in this country.

2257. Your observations are confined to calico printing, I suppose?-Yes, to calico printing; I do not at present offer an opinion upon any other

manufacture.

2258. You are aware, of course, that in the course of the 30 years which have elapsed since the Government has paid attention to the teaching of Art, there have been various changes of opinion as to the objects to be aimed at in the instruction; could you give us any general outline of those changes, so far as they have come under your knowledge?-There has been a change, even in my own mind, since I have been connected with the Manchester school; I admit that at first I was an advocate for technical teaching: I very soon changed my opinion. I have held my present opinion for many years past; it is well known that I have always objected to technical teaching in connection with the Manhester School of Art; it is now called a of Art, but was for many years called a 84

of Design.

2259. At one period the opinion was that object of the Government should be to train sons as designers; of late years there has more attention paid to the spreading of elem tary teaching throughout the country; do think that that is a change for the better of the worse?—The elementary teaching I have kept quite distinct from the Schools of I was very much opposed to it when it was for upon us in 1853; if I had had my own will would have rejected it altogether; I thought fettered us; I thought it was not a thing will the scope of the Central School at all. Of con the teaching of drawing in the National sol may be a desirable thing as a part of education We have schools of our own connected our own works, in which we are bringing and have brought up, for the last 25 or years, a large number of children, who are ployed in our works afterwards. But if teaching was offered to me for our own se gratuitously, I would not accept it; I think would rather interfere with the time which ou to be given to other more essential studies,

2260. Do you think that any support whi Government may grant for the support of Art struction throughout the country should be gi in encouragement of elementary teaching in elementary schools, or not?—As far as it increate the general education, it is beneficial no do but for the improvement of manufactures, exce by improving the general education of country, I do not think it is of much use; I dissociate the elementary schools from the Scho

of Art.

2261. What is your opinion as to the come tion between the central department, the cent establishment in London, and the proving schools?—I think a great mischief has result from that, I think it has been a constant som of irritation; I do not mean to say that we free from blame, or that the Department is f from blame altogether, but it has certainly be a constant source of irritation; I have stated fore that I think the chances of local support very bad, I do not think that you will really managers for Schools of Art under the pres system. I believe that that has been the gr difficulty all along. In the first instance, in testablishment of all the schools, certain part took them up and subscribed to them and managed them; but for the last 20 years, really the Box in Manchester has been practically the chairm and the treasurer, and occasionally a director two. I think I cannot do better than quote opinion of the Honourable Chairman's, given 1849, describing most accurately, within my knowledge, the functions of the Local Committee -" They are the people who have to get the 81 scriptions and to provide a building, to settle hours for which a school is to be opened, to b after the material arrangements, so to speak fact, they transact all the business, except which relates immediately to the instruction Of course you are aware that, in a place Manchester, it is impossible for the leading m chants to give their attention to the details of working of a school; it is very difficult to \$ them to attend to it at all, and the consequence that the schools languish. I have seen Board elected year after year from among our manuf

urers, and not 1-3rd of them have ever paid any tention to the school. They knew that the first bject was to get up subscriptions, that the hool was always in debt; there has been little eling in support of the school, with the excepon of some few instances, and it has been the on of sould thing in the world to get a really stive Committee of Management. I think you ill have similar evidence brought before the ommittee with regard to schools in similar places roughout the country; there have been Minutes sued by the department, and directions given to entral schools, and directions as to the mode of orking, which have constantly tended to embar-183 us very much. I have an opinion here which confess irritated myself much at the time it was yen, in 1853, and it has not been rescinded by e Privy Council, "Their Lordships would lew it as the highest mark of the progress and necess of Art Education in any locality, to find nat the Committee preferred independence of the overnment Grant altogether." And this opinion as given, and has been practically adhered to, hile the grants and the expenditure at South ensington were going on increasing year by ear, and whilst large salaries were being given the officers there; these views were put forard at the same time to us in the country hilst we had to subscribe, and to go through all ne labour of working up the school. No doubt hey have been productive of great irritation roughout the country; I believe this feeling as done more to injure the Schools of Art in the ountry than any local carelessness about their alue. I do not think, unless a thorough change a some way be made, that we shall get any sup-ort for the schools. I would not myself attempt gain support for them. 2262. May the Committee infer from what

ou have said that you think it would be derable that all Government grants, and all Go-ernment interference, should entirely cease in Ianchester, and that Manchester should be left itself to do what it thinks fit with regard to he encouragement of Art education?—I do not y that; my impression is, that as long as overnment aid is supposed to be necessary to romote the progress of Art as regards manuacture, and to stimulate it, the grants should go nto all the centres of manufacture where they re most wanted, and should be proportioned to

he subcription which is given there.

2263. Manchester would naturally feel itself ggrieved if it were left out of any general sysem of grants to other places; but you consider hat, as far as Manchester is concerned, Manhester would be satisfied to see all Government rants withdrawn everywhere?—I cannot speak or Manchester; I should advocate it myself. The only part of the system that I should wish see kept up here is the Training School for fasters. I admit that that has done great good; has introduced a class of masters that we did ot possess before; we had no means of getting

uch a class of masters formerly.

2264. Have you any suggestions to make for he improvement of the system ?—Yes, I will make ne or two suggestions. I wish, first of all, to emark upon the Kensington School, which, of ourse, is a very large and useful school. The ent which we should have to pay for such a chool in Manchester, if it was in any locality uch as we occupy now, would be 1,000 l. a-year; dere is no rent upon the Kensington School. 0.53.

As far as I can make out from the returns, there are seven or eight masters, and two female teachers; it is in the centre of a population of 400,000 or 500,000 people at Kensington; but it had, in the returns for 1862, only 358 paying pupils, and 111 free pupils, and but a few of the paying ones, I should say, judging from having seen them once or twice, are of the artizan class. The fees in 1862 were 1,458 l. a year. I think it was stated that it was self-supporting; I presume only so, as far as the masters went. There are no subscriptions to that school, and no rents upon it. There is no Board, and there is no necessity for a Board, of course. The contrast which it presents to the difficulties we have in Manchester is very irritating. I have no hesitation in saying that if we had the same accommodation, and the same staff in Manchester, double the number of pupils would be obtained there compared to what there are at Kensington School. We have, in fact, now, more pupils in Manchester than they have at the Kensington School, apart from the training scholars. The Manchester Board, of course, are aware of all this, and there is a constant feeling of irritation about it upon the Board itself; if they have to subscribe to support their own school, and compete with a school like this, they will not do it. confident there is such a feeling exists, that the school will not be continued. As to the Training Schools, I am aware that they are connected with this establishment. with this establishment. But we could train in Manchester, I have no doubt, if we had half the staff and establishment kept up at Kensington. And Glasgow, and other centres, also, would train the scholars quite as well as they are trained there, I look upon the school at South Kensington not as a school for the artizans; very few artizens attend it. I have no doubt that it is attended by the families of people of the better class, residing in the neighbourhood, as well as by artists and architects, and that class of pupils. It seems to be considered necessary to look after Art-teaching in the country, I do not think that is necessary; competition will force the manufacturers to take care of themselves; in fact, they do so now. I am satisfied that we keep our position in everything; and even in porcelain, which has improved more than anything else in the last 10 years, with the single exception of Messrs. Mintons, the manufacturers have relied upon themselves, and have given scarcely anything to the schools. That is proved by the subscriptions in the Potteries, where there is a much larger demand for artistic power than in any other manufacture in the country. There is jealousy there, as there is amongst ourselves, no

2265. Do you attribute that failure to support the schools to an opinion that they are not of value, or to an opinion that they may as well be supported by the Government without private subscriptions?—I think they do not attach much value to them, or else they would support them. I do not think, judging from information I have had, that there is any one district where a technical Art-school could be self-supported. I am satisfied that in Manchester aid to the extent of one-half of the expenditure would be required to support it; if they spent 1,200 l. a year, it would require 600 l. from some source or another.

2266. Do the artizans themselves value the school?—Very little. I judge by the attendance.

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The population in Manchester and Salford is 500,000, but the artizans proper in the schools really are not 150 in the year. I do not think there is an average attendance of 80 or 100; it is very variable.

2267. Do you not think the school could be so arranged as to make it more attractive to the artizans ?-I think not. In a large town, there is this difficulty—the school must be in the better part of the town for the more respectable population, because it is a public institution; then the artizans live three or four miles from it. If it is to do any good in a place like Manchester you must have a central school and four or five district schools. It is not likely that after men leave their work, tired and dirty, at six o'clock in the evening, they will walk one or two miles to an Art school before they go home; they will not and do not do it.

2268. Have you any idea that if district schools were established in different parts of Manchester the working classes would support them themselves by their fees?-No, not by fees; but, if we had 2,000 l. a year to devote to Art purposes in Manchester, we could establish a good central and three or four district schools, and they would be well attended, no doubt; but it could not be done otherwise.

2269. Have you anything which you wish to say with regard to the value of the South Kensington Museum to Manchester?—As far as my own trade is concerned, I attach no value whatever to it. We have had the travelling museum in Manchester, and lost 130 l. by it; it was opened at a low rate; the visitors were very few; it was in the centre of the town; but really there was nothing in it valuable to ourselves, I think.

2270. Did you add any attractions of your own to make it popular?-No, I think not; nothing of the kind

2271. Have you any suggestions to offer with regard to the best mode of administering the provincial schools, if they are to be maintained?—Of course I admit, that it is most true, that if the Government give funds they have a perfect right to inspect, and, indeed, it is their duty to inspect, to see that the money is well expended. I think the only change I should suggest, as I mentioned before, would be this; that you might return to the old system, and give 400 l. or 500 l. a year to a master belonging to the Department in Manchester, as one large centre, upon the condition that Manchester, or other towns, paid an equal amount. I think that was the best system.

2272. Do you prefer that system to the system of payment upon results?—I think the system of payment upon results is a complete absurdity myself. I think it will have a bad effect upon the schools; a master will take the quick scholars and work them up, and the dull ones may take their chance.

2273. Mr. Lowe. Do you propose that there should be a school similar to that in South Kensington established at Manchester?-What I mean is this, if a training school is considered a necessity, I think that there ought to be training schools in the large centres of manufacture. Lads living in Manchester would go to a training school in Manchester, when they would not come from thence up to town.

2274. Would you propose to do away with the Training School at Kensington and remove it to Manchester?-Nothing of the kind; I think a central training school is the entire value of the Kensington School.

2275. You propose to have a second one Manchester then?—I do not say at Manches only; at such places as Glasgow, Birmingham and Manchester, and other places, we could we a training school as well and more cheaply the it is done at Kensington by teaching the pupils. their own localities.

2276. Would you have these training school supported by Government like the South Ro sington School ?- I think the various districts the country that contribute to the grant, if it to do any good, are entitled to share in the benefit

2277. Have you considered the number pupils that will require this training every year if you were to increase the schools four or for fold, do you think you would increase the nor ber of pupils in the same proportion?—I have not gone into that question; I think there 111 in the Training School at present. I suppose part of those are intended afterwards to become masters in the different localities. In that Case do not see why they should not be trained the localities, especially as I think it could done more cheaply.

2278. Do you mean more cheaply to the 6 vernment?—To the districts and to the Goven

2279. Do you think it would be more cheap the Government to start four or five schools various parts of the country and to keep the afloat than to maintain the one Training Schools South Kensington?-I think the work would more effectually done.

2280. But not more cheaply?-I do not su that; but I think it would be done better.

2281. Why so?-Because if a sharp lad Manchester had a school near him to which could go he would go to it and be trained, buth would not come to town.

2282. Not if his expenses were paid?--St there is a difficulty. People do not like to se a lad from home, in that class of life particularly,

2283. What do you mean when you speak having a School of High Art at Manchester; you mean one like the Royal Academy?—You like the Royal Academy; I mean a school pure Art.

2284. You are aware that the Royal Academ is supported by funds of its own, I suppose!

2285. Do you think that Manchester would contribute the necessary funds for such a school -If the connection with Kensington is throw away, I think and I hope that the people of Ma chester will do so.

2286. Do you think that the situation of Ma chester is favourable for a school of high Arti-I think there is a great demand for modern in the district, and we have also sent out a gr many first class artists from the School of Arti Manchester.

2287. Do you think that the sights and south in which people are surrounded in Manches are favourable for the cultivation of taste and perception of beauty ?-Our school has succeed very well in turning out artists of a high class. can give several names to illustrate that; and same is true of Glasgow and other places.

2288. You have a school at Carlisle; do) know what subscription is obtained there? have not so full a knowledge of that school.

2289. Whi

2289. What is the contribution, and what is the number of pupils?—I do not know the facts

2290. It is not very large, I suppose?—No, it a small school, but there is a very good master and very good teaching; there is no great artizan ass at Carlisle to keep the school up.

2291. There is no artizan class to teach?—Not any extent. If I may express an opinion, I do think that even with the aid of subscriptions will be kept up without some Government

rant.
2292. You do not think it ought to be, as I
nderstand?—I have not stated so exactly.
2293. Manchester and its neighbourhood, you

ay, are a very good market for modern pictures? Very good indeed; I believe one of the best. 2294. Are you not aware that in other departents of Art, such as lace and pottery and hings of that sort, the English designs are apreciated as much or more than the French?—I elieve they are; in porcelain no doubt they are. 2295. Can you state why that should not be he case with calico?—Yes; I can state why it hould not; the French are the producers of the ery best millinery in the world, and printing calioes is a part of millinery. One reason why the rench have a larger share in the production of ne goods is this, that the French have a much arger market for their fine manufactures than we ave; they have the English market free, with a opulation of 30,000,000, and they have also their wn market, with a population of 40,000,000, perectly free; we have no such chance; we have nly 30,000,000 at home, and the duties even still revent us from sending our goods to any extent nto the French market; therefore, we are limited n our markets, and an extended market for a hing of limited consumption is very essential, for he cost of production, as you know, is as great or two as for one, as far as the cost of the art or esign goes.

2296. Are you aware that the training for the inst certificates in the Art course has been given up by the training school, and that that teaching may be undertaken by the school at Manchester or wherever there is a School of Art?—I have not paid much attention to their working of the

ystem for the last year or two.

2297. Mr. Arthur Mills.] I understood you to ay, in answer to one of the questions of the lonourable Chairman, that some years ago degin had flourished more in Manchester than it loss now, and that you had been formerly much ess dependent upon France for your design?—Twenty years ago we supplied ourselves very much more largely than we do now in this country.

2298. To what do you ascribe it, that that ower of self supply at home, and independence france has come to an end?—I think that Paris self is a much better atmosphere, if I may use term, for designing than Manchester.

2299. Paris was equally a better atmosphere 20 or 30 years ago, was not it?—Not to the same extent. Paris has grown and we have gone down; Paris has beaten us out of the market, and I think it is very natural that it should do so. Trench labour was cheaper and better. I refer specially to artistic labour.

2300. Do you think that 20 or 30 years ago loglish taste was ahead of French taste in this latter, and that since then Paris has beaten Engand?—No; I think it may result, in some mea-0.53.

sure, from the introduction of free trade and the improvements caused by it, and the competition of foreign goods in our market.

2301. The result is, that whereas 20 or 30 years ago England could supply herself with designs, she now depends upon Paris?—Yes, to three or four times the extent, I think. I attribute the original superiority of French designs altogether to the atmosphere of taste which an artist lives in in France. I remember sending over two young men to Paris to design for my own house; we had them there for some time, and while they were there their designs were equal to the French, but when they came back to us there was not the same artistic atmosphere surrounding them, and their designs went back again. It is not likely, as was suggested just now, that a man would have the same taste in the back streets of Manchester that he would have in Paris, with the chances of refreshing his sight with everything fresh and beautiful. take it that Paris is the best market in the world for the designs of our class; at least, it has so proved.

2302. Mr. William Ewart.] You complain of the present indifference of the managers of Schools of Art in Manchester?—Yes, the committees are indifferent.

2303. How would it be if such schools were sustained by a rate, and conducted by a committee of the municipality or other local government, as the free libraries are?—I think it would be much better if we could get a rate, but I feel quite satisfied that you would not get a rate; there is not a chance of it; if there were I am convinced that they would be better maintained if the Corporation had the power of nominating the managers from among their own body.

2304. They would act under a sense of public responsibility, and not as amateurs, as they do now?—Yes, and they would be supplied with funds, and there would not be the irritation that there is at present.

2305. In the case of the Public Libraries, the Committee of the Municipality conducts the business in the most satisfactory manner, does it not?—Yes, but there are few questions of detail concerned in that; it is a simple matter.

2306. With regard to the mode of conducting the business and the responsibility attaching to it, there would be no difference, would there?—No.

2307. Supposing that you are to have a school for the training of masters to go into the provinces, do you think that London is or is not the best place for the education of such masters?—To a certain extent it is; you can give them greater advantages; advantages corresponding to those enjoyed by the artists in France; you have a museum and a library which we could not expect to have for any provincial school, except to a limited extent.

2308. Do you not think that a good deal of the excellence of the French designers is attributable to their free admission to exhibitions of works of Art?—I stated that Paris was an atmosphere of Art.

2309. Do you not think it desirable that we should offer the same advantages? —I do not see how it is to be done.

2310. Has it not been done?—Only to a very limited extent.

2311. Are you not a aware that there are many exhibitions of works of Art open to the public?

Yes. I think the general taste is improved by all exhibitions of works of art.

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2312: I understand

E. Potter, Esq., M.P.

E. Potter, Esq., M.P. 28 April 1864. 2312. I understand you to abandon all the higher kinds of drawing as well as the lower; such as pattern drawing?—I should say so. I do not think that high Art and technical teaching can flourish together.

2313. Do you mean to suggest that a sort of Royal Academy should be supported at Manchester?—I do not ask the Government's support for it. I think, if Manchester has any school, it will ultimately be a school of that kind.

2314. I understand you to say that you would recommend a system of a number of centres of Art education, instead of one as at present?—I would do so. If the State considered it to be its duty to watch over Art education connected with manufactures, I think that ought to be done in all the large centres of manufacture.

2315. At the late Exhibition did not some French gentlemen of eminence, and among these M. Michel Chevallier, express great surprise and admiration at the progress of the English manufactures in respect of art and taste?—No doubt our manufactures have made great progress; but nothing very remarkable, considering the enormous extension of our manufactures.

2316. Did I rightly understand you to say, that the instruction in Schools of Art had nothing to do with it?—I do not venture to say that it has not, to a small extent, had something to do with it; of course, it must have affected it in some degree.

2317. Are not the French, at this moment, studying the question of the English mode of instruction connected with manufacture; has not the Emperor appointed M. Michel Chevallier, and others, to inquire into it?—Yes, as far as the Kensington School is concerned; I do not think they will get many suggestions in the districts from the Art instruction carried on there; I have seen a paper upon the subject, and I am aware of the French opinion.

aware of the French opinion.

2318. Mr. Bazley.] In your own experience, do you think that the Schools of Design and of Art, in Manchester, have promoted or increased a higher taste in the neighbourhood?—I do not think that, considering that in the last 20 years, we have only spent 20,000 l. upon them altogether, they can have had much effect upon the taste of the district, remembering also, that not a third of that has been expended amongst the artizans.

2319. Have not the pupils taken principles of Art education home with them, which have had their effect amongst the labouring classes in improving taste?—It must have been so to a slight extent, and, compared with the whole, it would be a mere nothing.

2320. Have not the committees carried into the higher classes in the neighbourhood of Manchester a better feeling towards taste, and a higher appreciation of, and regard for, Art generally?—I cannot say that the committees connected with the Manchester School of Art have done much.

2321. Do not you think that the general discussion of Art, consequent upon the introduction of these schools, has had the effect of benefiting the taste of the district?—I have never felt much benefited by any discussion at the Board of that school myself.

2322. With regard to the application of taste to manufactures, is not it the fact that manufacturers generally, in every department of industry, produce articles that sell rather than

articles of pure taste?—They must produce what will sell, or there is an end to their vocation. Perhaps the Committee would allow me to show them the three most successful patterns in my own experience; of course they are those which the manufacturers would naturally produce. I may claim the parentage of one of them; that (producing a pattern) is the most successful pattern in my own experience; that green one (producing another pattern) was an accidental pattern; it was very remunerative to the possessor. That (pointing to another pattern) was my own design 30 years ago, and it was very successful; was what you call a hit; there was no very great taste in it.

2323. Mr. Edward Egerton. Are all those patterns of the same date?—They are all of the same date; between 1835 or 1840 and 1850.

2324. Mr. Adderley.] They were the most successful patterns in this market?—The most successful patterns produced within my own recollection in the last 30 or 40 years; there is no great amount of taste in them. I do not think they would elevate the general taste of the country to any appreciable extent.

2325. Mr. Bazley. You admit that if a better taste is to prevail in the manufacturing productions of the country, there must be a better taste diffused through the country generally?—0 course it is of no use our producing articles of high taste unless we get the benefit of them. We have very frequently gone beyond the taste of the community. I may say that, as a rule, I believe an educated manufacturer goes beyond the taste of the community, and very frequently attempts more than he finds a demand for.

2326. Should not the Art Department under Government direct itself to the elevation of taste generally throughout the country rather than to the techinal purpose of encouraging better designs for manufacture?—If it is the duty of the Government to encourage taste or art at all, it ought to be the highest class of art, they ought not to go into the technicalities of manufacture; there they have clearly no business to meddle, even by way of suggestion.

2327. Do you consider that the funds granted to the Art Department are rather granted for the improvement of taste throughout the kingdom than for any special instruction to be given in these schools?—Decidedly.

2328. In Paris, you say, there is a high taste prevailing, that is, rather a taste of fashion than pure Art, is it not?—Yes; I do not think it is always good taste, fashion is very eccentric, and we are obliged to follow it however eccentric.

2329. In your own business fashion is very eccentric; have not you known a French calcomprinter imitate the designs of the English manufacturers?—Yes; in fact, although the patterns! have shown were English, they have, no doubt, been reproduced in France.

2330. You seem to think that in the designs for China our schools have not been very successful; do not you think that the Sevres School, and others in France, have done much to improve the taste for the higher class of design upon China?—Yes, but the Sevres School is carried on at a loss to the Government of 12,000 l. of 15,000 l. a year, and I think is no doubt a benefit to the taste in that class of manufacture.

2331. It having been considered the duty of the Government to do that, have not these French schools been nurseries for a better taste in art, so

established by your own evidence?-No doubt

2332. Is that the case also in Lyons and other aces with regard to the silk manufacture? es, but the schools in France have not been pported by the districts themselves to any very

eat extent except in Lyons. 2333. Has not the display in this country, pecially of articles of artistic production, tended improve the public taste for purer works of anufactured art?—I do not think there is anying so beneficial to the taste of this country as hibitions, even to the pictures in the print-shop indows; they give proofs of increasing civili-tion and good taste, and react of course upon le lower portions of society.

2334. In what way do you think that the Department of Government here could best proote a higher taste for Art throughout the nited Kingdom?—For that purpose I think e Museum is very valuable; I do not grudge e money which has been expended upon it; it a mere question about the position of it; I am ot averse to it at all; I think the best thing for e taste of the country would be a new National Gallery upon a large scale, consisting of a colliction of the best works of Art of the highest

2335. You think, as an extensive calico printer, at it is not your individual interest to improve e public taste at all; your object is to produce atterns and designs which will sell?—My object to produce what my customers want, and to introduce as much taste as I can sell, not to go eyond my customers; I must keep to the level my customers; if I had a higher class of cusmers I would supply what they required.

2336. You are aware that the fashion is very pricious; sometimes Chinese figures are the rige of the moment? -- Of course there is every absurdity in taste, I am aware of that; within my own experience I have been forced to introdice in, what I thought, a pattern of some taste, a watch-face in the centre of it; I did not hesite a moment; I did not consider myself responsible for the taste at all, though I was for the execution of the article.

2337. No doubt Garibaldi will become an ticle of sale for the taste of some people?-Certainly; I have no doubt that 50 Garibaldi's in progress now in one form of design or

other.

2338. Do you not think it desirable that the hool of Art in Manchester should have a better support, and become, if possible, a more efficient establishment?—It is desirable, but I do t think there is any possibility of obtaining it in the district. You are as well aware as I am, that there is no getting the funds in the district, except by begging them in a manner that one dies not wish; one-half of the support for the last 20 years has been entirely from those who have en worried into it, and not from any feeling in favour of the school.

2339. In the case of Mr. Hammersley, who d 300 l. per annum, you thought it very wrong at the grant should be to the individual and not to the school?—Undoubtedly; there are not two

inions upon that point.

2340. The system of superannuation is not conued as you are aware?—I suppose not; but ere is a sum to be paid for superannua-u to the extent of 1,700 l. or 1,800 l. a-year, which is really chargeable upon the Art education

in the country. I think many of the masters were fully competent to have gone on with their

2341. You think that, for Art purposes, the Manchester school will be continued and supported rather than for the purpose of giving support to local manufactures?—The local manufacturers will not support it; they have no appreciation of it, and I suppose conclude there is no necessity for it, and therefore I think the technical branch of teaching will be discontinued.

2342. Have you formed any opinion of the extent of the grant that should be made to Manchester?-No, I only think that if there is a grant of 40,000 l. or 50,000 l. a-year, it ought to be fairly distributed to the great centres.

2343. Upon a pro rata principle?—Upon a fair principle; I do not pretend to lay down a rule at

2344. The cultivation of Art throughout the country, will be beneficial alike to the taste of the country and to the manufactures of the country, will it not?—No doubt; but how far it is the duty of the Government to force that taste,

I do not give an opinion.

2345. Mr. Gregson.] Can you state in a few words what is the great point or summary of the evidence which you now give?—I think to sum up the whole of it, it is to show that the manufacturers have not given the slightest encouragement to our school system; that makes me think that there is no necessity for it; if there were they would support it; they cannot see a profit in it, to use a commercial phrase; amongst my own class, more particularly, the subscriptions are a mere nothing. Taking the calico printing trade, a large portion of the cotton trade amounting to 13,000,000 /. or 14,000,000 /. a-year, the support from that trade has not been on the average 150 l. a-year for the last 20 years.

2346. They do not contribute? — They have not contributed more than at the outside 200 l.

a-year for 20 years.

2347. They are not disposed to contribute, I suppose ?- What we have got we have drawn from them very reluctantly; I see no disposition

to support the schools.

2348. What objection have you to the new regulations, and what do you propose to substitute for them?—I only say that I do not think the system of payment by results a good one; I would not connect myself with any system by which we were forced to teach in National Schools. Department wish to make that a branch of the education; I simply say that if it is desirable to teach drawing in the National Schools, I think the two schools ought to be separated; the Art School and the National School teaching.

2349. Would you have no teaching of drawing in the National Schools?—I do not say that at

2350. What separation do you point at?—I mean to say that it ought not to be incumbent upon the Art Schools to be connected with the National schools, or to superintend the teaching in them; of course, if the Manchester School was dependent upon its own resources only, it would at once cut off that teaching, and the Government might take it up if it liked.

2351. Would you have no teaching of drawing in the National schools?—I do not object to the teaching of drawing in the National schools if the National schools wish it. I think that if Government has to find the money for Art purposes, it E. Potter, Esq, M.P.

E. Potter, Esq., M.P. 28 April 1864. may be better applied. I am quite satisfied that if any rate were proposed in Manchester for Art Teaching, it would go for another class of teaching.

2352. Do not you think mechanical drawing very proper?—Yes; I would let those who want mechanical drawing find means of learning it. I

believe they would do so.

2353. Were you not one of the managing committee for the Art Treasures Exhibition in Manchester?—I was; I sacrificed nearly two years to it.

2354. Was not the object of that to improve public taste?—Yes; I believe it was the best exhibition for the improvement of the public taste that we have ever had.

2355. Did you observe any results from it?— I could point out results amongst the better and middle classes, but not amongst the lower.

2356. Speaking generally did you observe such results?—Amongst the classes I stated I

have observed most important results.

2357. Mr. Trefusis. You stated, did you not, that the obtaining of new designs was an expensive part of your business?—I stated that about 15 calico printers pay about 30,000 l. a-year for French designs. They are very expensive.

2358. It is not the custom to employ English designers?—Yes; we have staffs of English

designers as well.

2359. You depend chiefly upon the French?—Yes; we have an establishment of our own, or rather we have an agent to whom we give a large sum to purchase designs for us in Paris; we find that very much better than producing designs at home.

2360. Mr. Edward Egerton.] I understood you to state that there had not been the same improvement during the last 10 years in your trade as in many other trades?—I have not said

that.

2361. I thought you stated that during the last 10 years you had not seen much improvement in calico printing?—No; I think there has been a great improvement in execution decidedly.

2362. Do you attribute that to greater skill on the part of the workman?—It arises from the

competition and the increased skill.

2363. Your objection to Kensington Museum that too much money is laid out there, compared to what is given to the country?—I think there is too large an expenditure there, and too little in the country; and that it ought to be shared if it is desirable to promote technical Art teaching at all.

2364. I think you stated that the corresponding mention that expense is not so great as it

might be ?-I think not.

2365. Have you any other suggestion to make, besides what you suggested about having a training school in such large towns as Manchester and Birmingham?—I do not know that I have; I think taste, like everything else, will take care of itself, and I have no fear of the result; we shall have competition.

2366. Mr. Adderley.] As I understand you, you state that you would not have Schools of Art, as we understand them, but merely schools for the highest class of Art?—For the highest class

of Art.

2367. Surely, before arriving at the highest, you must begin with the lowest; you must begin with the elementary study of form, must you not?—No doubt; but the earlier studies would

be gone through in the National or private schools.

2368. According to your view, a previous els. mentary instruction is necessary?—Decidedly so the State may teach drawing if it likes; it may compel it to be taught in the National schools.

2369. You stated that you thought that Man chester, if left to itself, would establish schools

the highest Art?-I hope so.

2370. Then, of course, they must do precisely what the Government is doing now in the present Schools of Art to begin with?—No doubt, a large amount of elementary teaching is already existing; and there would be a sufficient supply of pupils for a school of high Art, just as there is for our own trade drawing schools. We have had as many as 10 pupils of our own. The early instruction might be sufficiently taught in the elementary schools.

2371. You state that your school produces artists, but not trade artists; is not the first study for both the same?—Yes, no doubt; but, of course, they soon dissolve partnership, if I may

use the term.

2372. I do not quite understand your idea of confining the study to the highest Art, and may including the study of design for manufacture, will you explain it more fully?—Designs for manufactures I dissociate altogether from the higher branches of Art; and I think that if a artist ever associates himself with, or begins to adapt himself to trade Art, he loses all his power as an artist: I believe that has been the general result to the masters who have gone into the

country

2373. As far as the expenditure of the public taxation in the promotion of Art goes, is not if more justifiable to apply such expenditure to the promotion of design for manufactures than merel to the production of a painter?-I think not, be cause I think the manufacturers will take government care of themselves. We have evidence that the have not valued the Schools of Design for the last 20 years; that is proved by the little support they have given to them. Personally, I have no the slightest fear of being able to supply an amount or qualtity of designs myself without the aid of Schools of Art; nor do I think my brethree in the trade have such a fear; we have been totally independent of the school for the last # years.

2374. I think you allowed that Mr. Minus was a man who, perhaps, has been more successful than any other manufacturer in the improvement of manufacturing design?—I do not pretent to give an opinion, or to make a comparison between Mr. Minton and his neighbours; but Mr. Minton has been more liberal in promoting Schools of Art than any other man in the country that was my point. I do not think that anyboly has given any solid support to Schools of Art.

equal to Messrs. Minton.

2375. I suppose that neither this country, is any other country in Europe, would dispute the Mr. Minton stands foremost amongst the English manufacturers in having raised design during the

last 20 years?—No doubt.

2376. Then it is a fact, by your own showing that the man who has raised design most is it man who has contributed most to Schools of Ar for that purpose?—Mr. Minton has only worked up like the rest of us to his customers, and it trade, for fine porcelain now demands, a higher class of Art; that is all.

2377.

2377. Do you mean to say that Mr. Minton as worked up to his customers' taste?—He has

osely worked up to it. 2378. Has he not raised the character of the mand of his customers?—They have gone tother; he has been sometimes before and some-

mes behind.

2379. Has any man in Europe more raised the ste of his customers than Mr. Minton?—I do t want to depreciate him; he has been more peral to the advancement of public trade Art

than anybody else. 2380. You seem to say that manufacturers must ork to the taste of their customers?—Closely.

2381. If Mr. Minton had done that, and no nore, do you believe that English pottery would have risen as it has?—I believe so. I believe Mr. Minton has done that, and being a man of este himself, he has gradually raised the public iste. In many of his best efforts, no doubt, he would admit he has been quite unsuccessful, for the want of a demand; and if he produced double treble the quantity of some of his finer things

w, he could not dispose of it. 2382. You will allow that he has been pertually working above the taste of his customers? Yes; I believe many in Manchester or Glas-

w have done the same.

2383. Then it is not true that the manufacturer ast work closely to the level of the taste of his customers; your two propositions appear to be snewhat inconsistent?—I think, generally, the ealthy manufacturers throughout the country are ell-educated men, and men of a high class of taste. I think they do raise the taste of their customers; t if a manufacturer is to be successful, he must ork closely to the taste of his customers, be it gh or low. I think that the better class of nufacturers always do keep ahead of their cusmers, but the producers for the low class of stomers must keep their taste down to them.

2384. You state that there will be no chance inducing Manchester to levy a rate upon itself support Schools of Art?—The Manchester e is already exhausted by the Free Library. I think if it did levy a rate it would be to educate e large masses who are totally uneducated, fore spending money upon a School of Art.

2385. I presume we may conclude, from the allness of the subscriptions in Manchester, and m your saying there is no chance of a rate, that ey have very little appreciation of these Schools d Art?—I think so; it has not been for want any amount of energy on the part of some

us, at least.

2386. You think that Manchester shows an preciation of art from its having purchased the tter class of pictures?—I think so; of course educated class are a limited class compared the whole number, but it is true as regards them. 2387. Judging from the enormous purchase of pictures in America, it does not always arise from ove of art, but very often from a love of display? I believe it is a fact that whenever there is a ry successful period in trade it is a good time the sale of pictures. I believe that a period great speculation is more beneficial to art than yother; it produces a larger demand invariably. 2388. You seem to think that the larger marhet which the French designers have has proted design in France more than in England? Decidedly.

2389. Do you think that a large market or a mmand of wealth will raise taste?—Admitting

that France and England are the two most highly civilized countries, the possession by one of double the market which the other has is a decided advantage; because if I spend 201. in a design I can produce any quantity from it, and of course the larger the quantity the less the cost.

2390. The amount of wealth might only multiply the sale of vulgar things; how would it raise taste?-If you have two civilized communities open to you, you have a large demand for tasty goods than if you have only one.

2391. A large demand for goods, but not a large demand for tasty goods?—Yes; you have the large demand, proceeding from civilized communities.

2392. Do you think that the increase and extension of wealth raises the education or the civilization of the community?—I think it does; I think you can have no education without wealth and prosperity.

2393. You cannot have education without wealth, but you can have wealth without education?—Yes; but the one soon follows the other.

2394. Mr. Arthur Mills. Referring to what you stated, in answer to an Honourable Member, as to the comparative position of France and England, and the markets they have to supply, do you think that it makes any difference in respect to the taste of France and England, with reference to the manufacture of textile fabrics, that the demand for English manufactures is mainly for coarser fabrics for the colonial market, and that the demand in France is to supply a more refined taste than that which England supplies?—France has a larger demand for refined taste, and a larger power of supply, than we

2395. Should you say that it was a disadvantage to England in having to supply a large quantity of coarse fabrics for the colonial market, which do not stimulate so much the production of articles of taste as that production is stimulated by the demand in France?—Yes, no doubt that is so. There is one other point which bears upon it, I think: namely, the extension of free trade in the last 20 or 30 years has very naturally divided the supply. France will take the refined demand, and supply the finer descriptions of goods, and we shall confine ourselves to the lower kinds. It is beneficial to both of us that it should be so; you cannot alter that state of things.

2396. Mr. Adderley.] Is it not the fact that good designs need not be more expensive than vulgar ones ?-I think they are more expensive; you require a better taste, and for that education of taste you must pay.

2397. I am not including the cost of education; but does beauty depend upon the elaboration of design?—To have beauty you must have education.

2398. Is it necessary that a good design should be at all more expensive than a vulgar one, or is it not rather the case that beauty and simplicity go together?-No doubt; but I think that the combination of beauty and simplicity is the highest point to arrive at. I think for a designer to produce that, you will have to pay a higher rate than for inferior design, and therefore it is more costly.

2399. Taking the markets of the world, from the Mexican market to the English market, are not the vulgarest designs the most elaborate?-No doubt; there is no question of that; just as the Chinese require vulgar design.

2400. It

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2400. It is generally characteristic of vulgarity to love a great display of colours and claborate forms, is it not; and to think that beauty depends upon ornament !- There is a centain natural attachinent to evarseness. 2017 11

24011 It requires a high kind of education to see beauty of formand proportion? No doubt It requires a highwart eye nor quiradus a bad so

2402. You stated that it was the fear of French competition which led you a great many years ago, : in Manchester, first to open a School of Design? miltiwas the fear of French competition which actuated us, in all great measure, throughout, I

12403. In spite of that study of design in the last 25 years, in Manchester, French competition is more dreaded or feared than at first, it it not? It v Central Department has materially withdread is not dreaded or ferred? we get supplied with de-" signs from there " we purchase them there more cheaply than we should at home; and therefore, no doubt, we are more relying upon the French market than we were 25 years ago: that is the

2404. I understood you to say that the French School of Design, for instance, at Lyons, is supported partly by the Imperial Treasury and partly from a municipal rate?-Yes, in 1843 it

2405. From those sources the whole cost was defrayed ?-Yes, practically: our impression was that they were, practically, free schools, supported by the municipality; if there was any charge, it was a mere trifle, a few francs a

2406. Do you consider that the French superiority in design depends upon a natural turn for art, or do you think it may be partly attributable to their better education?-It is the natural influences that surround them. As I stated, they have a better atmosphere for art in Paris. I sent two designers of my own over there, and they sent us good designs from Paris; but when they came back to the back-streets of Manchester, and were surrounded by the influences of our city and climate, their taste disappeared to a certain extent.

2407. If you think that Manchester will not support Schools of Design, but merely schools of higher art and painting, how are we to supply Schools of Design for Manchester; or are we to give up the attempt?-The Schools of Design for the last 25 years have evidently not been appreciated, and have not been of much use, or else they would have been supported. As a calicoprinter myself I have no anxiety upon the point at all. I think many of the manufacturers can teach art for themselves. In my own establish-

ment we have had the means of educating artis for our own trade quite as efficiently as the have had in the School of Design.

1 2408 From your evidence it seems that stood most in the way of Schools of Design Manchester has been the irritation felt there the Central Department? There has been irritation during the last 20 years, no doubt same thing, I think, has happened in almost en school of a similar class ow

2409! It has also appeared from your eviden that the more the Central Department withdo des aid the larger the support has been in M. chester?4-No; I do not admit that, exception last two years, of course, whom i

2410. During the only two years in whiches its nid the local support thas been greater, he not?- Yes; that is only temporary, and I to it will not be reneweds

2411. We have no evidence just yet that it likely to fall off, I think?-Yes; I have state that it has been given in donations and subsch tions for two years only. I have a subscript of my own, and there are subscriptions of frien of mine, upon the same ground that it is only to for two years. I say, without hesitation, to they will not continue it, nor will I do so mys

2412. Do you think that if any locality, for number of years, evidently declines to meet Government aid, the Government aid show cease altogether in that locality ?-I almost the so. I think there ought to be a double act I thought 20 years ago, and I have thought since, that the locality should find a certain si and the Government a certain sum, if the Sta thought it necessary to assist such instruction,

2413. Supposing that all the provincial calities of England gradually withdrew theirs port, and that the local schools ceased on account, should there not still be schools in a nection with the Central Department in London to give an opportunity of training in art masters who might teach in the open market the kingdom?-I admitted, most unreserved that I thought the training-school here was had been of great value.

2414. Both for training masters, and also circulating models and examples?-The la point I do not give an opinion about, but training masters I think it very valuable; was no supply of them when we commenced Manchester School at all.

2415. Even supposing the provincial school were to cease, you would maintain the Cent Department and the Training School?—Yes

DAVID MURRAY, Esq., was called in; and Examined.

D. Murray.

2416. Chairman.] I THINK you are the chairman of the managing committee of the school at Paisley?-Yes

2417. How long have you been connected with that school?-Since its foundation, in the year

2418. Will you state to the Committee, briefly, what is the present position of the Paisley School of Art?-The school was founded in 1846; and at that time, foreseeing the difficulty of maintaining a school by having to apply for local subscriptions, the committee made an effort to erect premises, and they raised a sum of 1,800 l. We have erected very commodious premise trusting that the aid from Government, those premises, would enable us to go on with appealing to the public from year to year. present state of our schools is this: We have a grant, up to this time, of 2001. a year for master (our master, I ought to say, is one of original masters, who is subsidised by a fi salary); and we have had, in the shape of from the Central School, 50 l. 16 s. last year, from public schools about 40 l. Our whole come, last year, was 312 l. from all sources; by applying the regulations of the New (

appears to us, taking the result of last year, hat we should only have 158 l. I am also told, y our teacher, that we cannot even calculate y our teacher; that there are certain deducfors to be made on account of such things as hany medals having been taken by free students, nd therefore that sum is really to be diminished. 2419. Do you suppose that the result of last ear was a fair one, compared with your average sults?—I think it was a very fair one.

2420. Have you the details of how that 1581. ould be made up?—I have: fees from public chools, as I mentioned, 40 l.; capitation grant n 600 poor children, at 6 d., 15 l.; prizes, 3/.; 7 exercises in freehand drawing, at 10 s. each, 3l. 10s.; nine local medals, at 20s. each, 9l. two additional have been added, so that you may all the number 11 now); three national medalins, at 50 s. each, 7 l. 10 s. (an additional sum is ut down there of 3 l.); annual report, 10 l.; fees om the Central School, 55l. 14s.: making ogether 158 l.

2421. The sum with which you compare that a sum which includes the 200 l. salary to your naster, is it not?—Yes, it is composed of master's alary, 200 l.; public schools, 38 l. 15 s.; prizes, l. 8s.; pupil teachers, 1 l. 10 s.; prize stuents, 4 l.; fees from pupils, one-tenth of which elonged to the master, 61 l.; making a total

ncome of 312 l. 13 s.

2422. Supposing that your master had regned, or died, the payment of 200 % a-year ould have ceased, and would have been exhanged for a payment upon certificates, would

2423. Can you at all estimate what the receipt ould have been under that system, assuming hat you had had a master with three or four ertificates?—I presume that the difference would ave been, perhaps, as 40 l. to 200 l. We should ave received 160 l. less, if I understand the priniple accurately.

2424. You say that under the new system the Paisley School will lose considerably, as comared with what it received a year ago?—Yes.

2425. Supposing that no alteration had been ade in the system, would the Paisley School ave lost considerably upon the removal of the haster, who was receiving the 200 l. a year under ne original system?—No doubt.

2426. Can you say whether the loss would ave been greater in consequence of his resignaon, or whether it would have been less than that you now sustain?—The result would not ave been very different, but I apprehend that e could not get on under the new system in

2427. Then, in fact, your complaint is against e change which has been made in the withrawal of the old salary of the master?—Perfectly. 2428. Does this same master continue in your chool now?—The same master continues just

ow by a temporary arrangement.

2429. But he will leave you, will he?—We annot say. The directors have said to him, Until the result of this inquiry is known, and ntil we know whether this new Minute of the epartment is to be adhered to, we shall give up he whole fees to you, and try to meet the exenses for one year amongst ourselves, but only ntil we see what the result is."

2430. Can you state to the Committee what progress of the school has been in regard subscriptions or fees since its commencement? In regard to fees I believe it has been very 0.53.

stationary, for the population of the town is sta-As to subscriptions, we have never appealed for subscriptions. We started upon the principle of having the building free.

2431. Having got the building free when you started, you have never had any subscriptions?-No, until lately when we got into debt a little, we had a subscription to clear off a debt of 50 l. or 60 %.

2432. Has the number of your students increased or diminished?-It has fluctuated a little; it is very much the same now as at the beginning; they have not increased much.

2433. Has the school been felt to be an advantage to the town?—Yes, I think it has: my opinion is that it is calculated to elevate the

taste of the town.

2434. Can you give any evidence to show that it has elevated the taste in manufactures of the town?-Not except generally; I believe it is admitted by manufacturers of all sorts that since the establishment of the school the manufactures have improved.

2435. Are the manufacturers in Paisley in the habit of using English or Foreign designs?-They are in the habit of copying a good deal from Indian patterns for shawls, and also from good French ones. I do not know that they purchase designs ready made. I think they make up their designs partly by copying from the Indian and French designs.

2436. Are there any professional designers in Paisley?—Not separate from the manufacturers; almost every manufacturing establishment has a principal designer and some assistants, and they

make the patterns in the warehouse.

2437. Are those designers for the most part men who have been educated in the Schools of Art?—A great many of them are.

2438. Can you say whether there has been any improvement in the taste of the designs since the establishment of the school?-Yes; I think there has.

2439. Is there an improvement in the execution of designs amongst the workmen-amongst the fillers-up and under-workers?-It does not affect the weavers, because that is the mechanical part of it; but the design is executed under the eye of the designer with his assistants.

2440. Does the designer carry out his design in all the details, or are there underworkers, fillers-up, and putters-on, who exercise a certain amount of artistic skill?—The design is filled up by the assistants; but under the immediate eye of the principal designer.

2441. You cannot trace any advantage from your school in respect of the education of the persons who are employed under him?-It is not easy to distinguish it.

2442. Are you of opinion that the manufacturers value the School of Art sufficiently to be willing themselves to contribute to its support?— I rather think not.

2443. Do you suppose that if the Government grant were withdrawn the School of Art would be kept up in Paisley?-I do not think it would. I do not think Art is sufficiently appreciated for the town to keep up a School of Art with a good

2444. Would there be any chance of getting a rate for the maintenance of such a school?think not. I think the public are not prepared for that, and there is another objection, I think, to a public rate; and that is the incidence of it. The incidence of all local rating is upon one species of property, and the tendency of modern legislation

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D. Murray. legislation has been to increase those local rates, and from their falling upon fixed property, they have come to be felt as a great burden.

2445. Have you had any reason to be dissatisfied with the relations between the school at Paisley and the Central Department in years gone by ?-A great degree of chronic discontent has existed for many years.

2446. Upon what grounds?-The tendency of the Department in London has been to diminish our resources, and there is a sort of vexatious interference on their part; too much management, in fact, and too little left to the local master and Committee.

2447. Do you think that you gain no advantage from the Central Department in London ?- I am not prepared to say that we do not; I am quite in favour of a Central School, but I think that the Central School ought not to interfere in fixing the examples which the master should teach from. I quite approve of the Central School defining a certain outline of the education, and classifying it generally; but I think, having done so, it ought to leave it to the local Committee, and the master to carry it out.

2448. You think that they should not prescribe the examples to be used?-No, I think not.

2449. You would have them prescribe a general course of instruction?-Precisely so; I think the general course, as prescribed by the Department, is very good.

2450. What is your opinion upon the general principle of payment upon results as applicable to Schools of Art?-I look upon it as in a great measure impracticable. I think it will be found that it will not work satisfactorily.

2451. Why not?-In the first place, I do not see that it is at all fair to the master; there are too many contingent circumstances over which he has no control. I think it will be very unfair; the results will be so uncertain to him that I do not think that masters will be got to serve under it. I think it is very prejudicial in making a master very much of a machine. It is a necessary result of paying by results, that he is forced to adhere to the examples that are fixed; there is nothing left to his own judgment and discretion, considering the nature of his locality and the pupil which he has to deal with. 2452. Have you many National schools in con-

Schools. 2453. Have you any Parochial schools of any kind ?-We have a number of schools; in fact, we have done everything we could to carry out the views of the Department. We are compelled to the in order to get the pupil-teachers and the yments. We have beaten up in every direction such an extent that I have even had the chil-

nexion with your School of Art?-Not National

dren of the reformatory school included in the number.

2454. Do you approve of the principles upon which the provincial schools of art and the parochial and other schools are connected?-No; while I think that the elementary teaching of drawing should be a part of the general education of the country, I apprehend that it should be separated from the real schools of art.

2455. Have you at Paisley had any advantage from the Museum at South Kensington?-I do not know whether it was the same museum as that which is now sent abroad; but about 1857 we had some articles sent down and we had an exhi-

2456. Did it answer in a pecuniary sense?-

We had combined with it some pictures specimens of the manufactures of the town, giving a historic view of the manufactures of the town and a small sum was got from it, but a very trifling amount.

2457. Mr. Lowe.] What population is there

at Paisley?—About 50,000.

2458. There is no annual subscription at all is there?—No.

2459. But you put up a free school, as you say?—We put up a school which cost us 3,0007 but in consequence of having selected a good central locality in order to enable us to pay the ground-rent, we put the school above and let the floor below. We have a debt upon it, but the in terest of that debt is covered by the rental of the premises below, so that the school may be said to

2460. What is the mortgage upon the school -£. 1,200.

2461. Which has never been paid off?-It has never been paid off.

2462. But you receive, according to our records, 248 l. from the Central Department? That would be including prizes and everything it may be so.

2463. You anticipate that that sum will be diminished by the recent change ?-Yes.

2464. Does it occur to you as a proper thin for Government to spend 248 l. in improving the manufactures of a town in which the manufactures turers themselves will not contribute a single shilling towards that object?-I think the mann facturers have contributed in putting up the school; that was the principle upon which the school was established. I have no hesitation in saying that the school would never have been put there had it been dreamt that it was to be self-supporting.

2465. The principle upon which it was established lished was that the manufacturers were to put there, and the Government was to pay for it?-

To pay for the teaching.

2466. Is that what you understand to be the principle upon which Parliament has been asked for these grants hitherto?—That was the principle upon which the school was established.

2467. You object to being tied down to part cular examples; can you tell us any way in which you could have a national competition between the different schools unless you have them tied down?-I do not think it is necessary to have national competition.

2468. You would like to be paid without the competition?—The Department might send an la spector to see that the master and committee wer doing their duty.

2469. You do not approve of setting one school to compete with another?-No; I think it is M

necessary, and actually does harm.
2470. Why do you object to it?—Simply by cause he is left no freedom, being obliged to ob tain his payment on results by strictly confining himself to the examples fixed by the Department beside, the present system distracts the teacher attention; he is unable to do justice to his work he has, besides his School of Art, the poor children also to instruct; his attention is entirely distracted

2471. Do you think it is unreasonable that the Government, who spend this sum of 250 l. a year upon your school, should exact in return that you should do something for the poor children?-If is possible to combine the teaching of both schools, it should be done, but the teachers not do them justice.

2472. If it is impossible to combine them, you hink that the instruction should be all given to people who can do something for themselves, and ot at all to the poor children who are able to do othing for themselves?—That raises the general nestion of what was the object of Parliament in

naking the grant. 2473. Mr. Crum-Ewing.] You were asked hether you thought as a general principle that overnment should contribute 250 l. to a school, a locality where the people do nothing for a locality will ask you whether you think hemselves. is right that Government should contribute so uch to the South Kensington Museum and the outh Kensington Schools, where there are no cal subscriptions either?—Our feeling is that e establishment at South Kensington is very pensive, whether it is too expensive or not, is question for the Government of the country, It I do think that if it is a question whether the heal schools or the Central School should go down, ere can be no doubt which would be the greatest ss to the country.

2474. Which do you think would be the greatest loss to the country ?-I think the local hools going down would be a far greater loss an the central establishment; I do not underlue the central establishment as a part of the stem, but when the question assumes the form hich I have stated, I have no doubt about it.

2475. You were asked also as to the mortgage 1,200 l. upon your school; is not the interest that covered by the rent which you get from e premises below?—Yes, it is covered by the

2476. You have shops below, and the school ove?—Yes, offices below; I may say that we plied for a building grant lately, but the exination of that is this: we were driven to our t's end by the proposed reduction of our grants, d seeing that the Department gave grants upon ildings, we thought that one way of getting er our difficulty was, if they would give us a ant towards the reduction of our debt, we would ke an effort to clear it off; we should then ve that rental as an endowment for the school, perhaps we should be able to get on even under the new arrangement.

2477. You saw that they had the schools at Rensington rent-free, and you thought that you d some right to ask for help for yourselves at isley too?-Yes; we saw in the rules that the

partment did give building grants.

2478. Do you consider that the object of a hool of Design at a place like Paisley, is to ch artizans to contribute designs for the use the manufacturers? - I think the object of a School of Art in any locality is to cultivate Art d elevate taste generally, and specially to alify men for designing for the local manufac-

2479. Do you consider that to a school which is chiefly occupied in training artizans for that pose, the same rules would not apply as in ools for high Art?—I can easily understand at there are certain localities where a great ount of fees may be got for teaching the althy classes, and from those fees it may be posble to educate the artizan class upon a different ting from what can be done in a manufacturing ality, where 86 per cent. of the students enter the low fee of 2 s., on account of belonging to artizan class.

2480. You desire to have such assistance in

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conducting your establishment as would enable you to charge artizans a low rate? — I am of opinion that if the rate which we now charge were raised it would have the effect of diminishing the attendance upon the school.

2481. You do not think that the system of payment by results, would enable you to carry out that principle?-I do not think it would; besides the payment by results, I think forces the teacher to adopt a course that will pay without looking at the interest of his locality, or the re-

quirements of particular students.

2482. Will you state, generally, your opinion of what should be the connexion between the local schools and the Central Department ?--My own idea of it would be that the Central Department should be maintained for the purpose of educating teachers, and generally superintending the Art instruction of the country, and that when they lay down their system of instruction they should leave it to the master and the local committee to carry it out, and that they should aid them. I can readily understand the necessity of a Government inspector coming down and inspecting the school, and making his report; but he should work along with, and not apart from, the local committee. I attach great value to the Central School. If the masters were allowed to come up once every year to meet with each other, and see the examples which there are here, all risk of their rusting in the locality would be avoided; they would be brought up abreast of the Central School.

2483. Mr. Lowe. Are you aware that there is a rule by which a master can come up to the central school, and his substitute be paid by the Department?—There was such a rule; it was in operation for some time; I understand that it is now discontinued.

2484. Are you quite sure of that ?- I know practically that it has been discontinued; I do not know about the rule; the masters used to be invited up to the Central School; I do not think

it has been so for the last year or two.

2485. Chairman.] Can you suggest any way in which the money which is now spent upon the museum and collections at South Kensington could be spent, so as to give greater advantages to the provincial schools?—I think it would be of great consequence if the collection at South Kensington could be exhibited in the localities; but unfortunately the conditions just now are such that no locality is willing to incur the risk.

2486. It has been suggested that portions of the collection should be sent round free of charge, and free of risk, to the different schools; what would be your opinion of that?-I think that

that would be of great consequence.

2487. You would prefer then that the collec tion should be broken up and distributed, and that fixed collections should be established at the central towns?-I would attach the greatest importance to local museums, permanently fixed, only I am afraid that the expense would be very great, and I do not know that it would be wise to break up the central museum altogether.

2488. Mr. Tite.] You stated in the early part of your evidence that you objected to the examples which were sent to you to be tried for in competition; did you object to them as examples, or to the principle?—It is the principle that I object to; I object, on principle, to tying down the students to copy from one example; I do not object to the examples themselves.

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FREDERICK THOMAS KEITH, Esq., called in; and Examined.

F. T. Keith, Esq. 28 April 1804.

2489. Chairman.] I THINK you are connected with the management of the School of Art at Norwich?—Yes; I am the Local Honorary Secretary.

2490. How long has that school been in exist-

ence?—It was established in 1846.

2491. Has it, until the present time, been under the direction of a master appointed upon the old system, and paid by salary from the Government?—It was, until Mr. Nursey left us; he was the last master we had under the old system; we have now a master, Mr. Cochrane, under the new system.

2492. When did Mr. Nursey leave ?- About

the latter part of 1859.

2493. For the last three or four years you have had a master under the new system?—Yes.

2494. What is the position of your school, financially?—We are out of debt. Our position is this: we have our rooms gratis, the Corporation give us our rooms; they built our rooms at a very considerable expense over the Free Library; and we have local subscriptions to the amount of about 84 l. a year. Last year we had Government aid to the amount of 162 l., and our Central School fees last year were 105 l. 4 s. 6 d.; from our outdoor schools we received 19 l. 16 s. I find that the actual receipt from National schools was in 1863 only 3 l. 16 s. So that altogether we had an income of 370 l. a year.

2495. Have you at all calculated what the effect of the new Minutes is likely to be upon your financial position? We consider that it will be very disastrous and very damaging indeed; we have drawn out a statement which we think fairly represents the matter, by which we consider that we shall lose a very considerable sum; we consider that if the school had been examined under the new Minutes in 1862, and last year, 1863, we should have received only 43 l. 10 s. in 1862, and 60 l. 15 s. in 1863. We do not pledge ourselves entirely to the accuracy of that statement, but that is about the amount which we consider we should have obtained.

2496. Mr. Adderley.] Could you give the Committee that in detail?—Yes.

2497. Chairman.] You are quoting, are you not, from a statement of the Committee of

Management which you have published?—Yes. 2498. Will you give that statement to the Committee?—I will read it:—" A sum of 2s. on every child in a school for the poor who passes a paper of the first grade, &c., 21. in 1862, and 11. 15 s. 2 d. in 1863; a sum of 10 s. for each one of the exercises in freehand, model, geometry, and perspective, &c., 9l. in 1862, and 11l. in 1863. A sum of 20 s. on every work to which a local medal is awarded, 14 l. in 1862, and 22l. in 1863; an additional sum of 20s. on every work in stages 8, sec. B 2 and C; 9, sec. a, b, c,; 14 a; 15; 17 b; d; or any sections of stages 22 and 23 to which a local medal is awarded, 41. in 1862, and 71. in 1863. A further sum of 10s. on every work to which a medal is awarded in stages of groups 2, 3, 4, 5, or 6, provided any master in the school is certified in these groups, 2 l. in 1862, and 21. in 1863. A sum of 50s. on every work to which a national medallion is awarded in 1862, 21. 10s., and in 1863, 21. 10s. An additional sum of 30s. on every work in stages 8, sec. b, &c., &c., in 1862, nil., and in 1863, 1 l. 10 s.

A further addition of 20s. on every work to which a national medallion is awarded in stages of groups 2, 3, 4, 5, or 6, &c., in 1862, nil, in 1863, nil. A further payment of 10 l., when the head master forwards in due time the annual report, &c., in 1862, 10 l., in 1863, 10 l. The total in 1862 being 43 l. 10 s., and in 1863 60 l. 15 s. 2d." I should say that we had a little misapprehension about one part of the Minute We did not quite understand about the local scholarships. We now understand that there is payment made in respect of children, if they are merely taught; we thought it was if they had a certificate. There was a little misapprehension in our views about that.

2499. What do you compare those sums of 43 l. 10s, in one year, and 60 l. 15s. 2d. in another year, with?—We compare them with the actual sum received from Government; last year we received 162 l.; and taking it at that rate, the low would be somewhere about 100 l. a-year.

would be somewhere about 100 l. a-year.

2500. Mr. Adderley. What was the receipt in 1862.—I have not got that with me, but the partment's Report gives it, 149 l. 7 s.

2501. Chairman. Was it about the same amount.

amount as in 1863, or was there any material of ference?—I do not think there was any material difference. Both 1862 and 1863 have been very successful years with us. We have been gradually working up. Under Mr. Nursey we have go into a very sad state; we got into debt, and whave been gradually working up. Now we are in a fairly prosperous state; we are quite free debt, and the results are satisfactory.

2502. I see it is stated that the fees have rise of late years, after having fallen off at one time.

They have risen considerably in the last to years.

2503. Are they as high now as they have been or has there been a time when they were higher—They are as high now as they have ever been in my time. I have been secretary four or in years.

2504. Has that resulted from the receipts of the National schools at all?—No; on the contrary, the receipts from the National schools have fallen described to t

2505. Can you account for the falling off in the receipts from the National schools?-I account for it in this way: when Mr. Cochrane became our master we took the whole subject of t National schools into our consideration, and considered that it was not fair to ask a master teach schools without some sort of remuneration therefore we insisted upon the Government reg lation of 5 l. for each school, or 6 d. per head annum. Only one school now pays 50s. annum. But, as soon as we passed a resolution to that effect and communicated it to the school many of them at once gave up; they would " pay at all. Therefore, we have lost a great nu ber of those schools, and we have now only about two or three schools in Norwich which pay at

2506. The loss of those schools will, to a considerable extent, affect your receipts from a Department under the head of local scholars will it not?—Yes, it will; we could not apply for more than one local scholar, for he would have to teach something under 1,000 children,

2507. Have any of the schools that former paid withdrawn their payments?—They have.
2508. Up

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2508. Upon what ground do you know? Chiefly from the want of funds, and also that der the new Education Code particularly, they that they cannot afford the time. The masters that they that they the national schools have a great indifference

the national the teaching of drawing. the teaching of drawing of the revised Code at the story of the revised Code on Education, are you not?—Yes, of the on Education, of the vised Code upon Education; quite lately we ve sent out a circular to the National schools in orwich, and we have had a great many replies. orwich, and the said unsatisfactory; they said that ey had no funds or that there was not sufficient ey had no tunds of state the was not sufficient me to admit of drawing in the National schools. 2510. Have the students in the Schools of rt, proper, been of late years increasing or minishing in number?—They have been somehat increasing in the last few years, of course ere is a fluctuation; some years are better and ome years worse, we have been gradually get-ng into a better state in the last three or four years. 2511. Where has the increase generally been; the evening classes or in the morning classes? I think I may say in the evening classes; the tizan classes have been growing somewhat. 2512. What is the number you have in the tizan classes 2—1, think it is over 100; 152 stuents in the artizan classes;

month as in 1863, or was there unveolement of the core of the same of the core 152 vents with us. We have been gradual in. Under Mr. Nursey we have g bas the ota (Return, 1862,)

2513. What has been wthe progress of your abscriptions? It has been very stationary, a mi 2514. What is the amount of subscriptions at resent? £. 84 at this moment. it 99-

2515. Can you remember what it was when ou first became acquainted with the school?was smaller; the last two or three years it has een stationary. " Won if

2516. Is the school valued much at Norwich? I think so; tit is decidedly valued by! the

nanufacturers.

2517.. What classes of manufacture are carried i in Norwich that are specially benefited by he school ?-We have shawl manufacturers in orwich; Messrs: Clabburn and Crisp are a very ell known firm in Norwich, they are manu-

acturers of shawls exclusively, I believe. (1) 2518. Is it the opinion of the shawl manuacturers that the school has produced any effect pon the designing for shawls?—Yes; the pinion of the manufacturers in Norwich, I believe, this (I know them all), that the Schools of rt generally have had a beneficial effect upon esigns; that the education in the general priniples of Art has had a good effect upon design as pplied to manufactures.

2519. Do you know whether the prevalent ystem is to get foreign designs, or to rely upon ome designs?—I do not think the Norwich anufacturers call in much aid from foreign

esigners; not that I am aware of.

2520. Mr. William Ewart.] Are you a manu-

acturer yourself?—No, I am not.

2521. Chairman. Do you suppose that so nuch value is attached to the school that if the overnment grant were withdrawn, the school would be kept up by the exertions of the town? -Certainly it would not; it would fall directly. 2522. Do you think it would be possible to . 0.53.

levy a rate for the support of the school?—I think it would be impossible. Norwich is so heavily burdened now locally, that it would be impossible to raise a rate for that purpose. I do not see how the school could be supported. The Norwich Free Library Account is now very much in debt, as the following figures show:-

Balance in hand on i property - 538 8 10 Arrears of rates or head files 80

TOTAL -- £. 618 8. 10

LIABILITIES.

The Directors of the Norwich Union Life Office, instalments on loans 700 James Worman, balance of contract - for extras 98 198 monidames Worman, for carpenters' work Corporation share of arbitration in Free Sensitive to in Coals aditor enditoring dist Insm Water) had 9 7 189 / Teal larin Gas to bits . 1627. and on 20 of to the seh to the track were 105. 4 s. 6 d.; trom obtained the track the server track the server the server the server track track the server track t

2523. Would Norwich feel itself aggrieved if the Government grant were withdrawn altogether?—I consider that it would I have a petition, which I could have had more numerously signed, if I had known that I had been coming up earlier than I did; it is a petition from some of the leading people in Norwich who consider that the loss of the Government grant would be a great disadvantage to the school, and that it eventually must have the effect of closing the school.

2524. Would the closing of the school be felt as a great misfortune in Norwich?—I think, decidedly, it would.

2525. Upon what ground?—Upon the ground that it is an advantage to the general Arteducation of the country; it does good, and educates the taste of the country.

2526. Would it not be thought of sufficient importance to induce the people of Norwich to support it themselves?—There is no doubt that there is a great amount of languor in Norwich with reference to Art generally, when you touch people's pockets. You have a great difficulty in getting them to subscribe. I consider that our local subscriptions are not large enough, compared with the size of the place.

2527. Mr. Tite.] What is the population?—The population is between 70,000 and 80,000. The last census showed 72,000 or 73,000,

2528. What is your own pursuit?—I am a so-

2529. Chairman.] Have you any remarks to make upon the relations between the Central Department and the provincial schools, as far as you have had the means of observing them?-I think that we derive considerable benefit from the Central School; they send us down some very valuable specimens as examples. We do derive very great benefit from the Central School; there is no doubt of that. All we ask is, that we may be permitted to exist. An analysis beautices 3 and the permitted to exist.

2530. You

F. T. Keith, Esq. 28 April 1864.

2530. You have no complaints to make of an undue share of the Parliamentary grant being applied to the maintenance of the Central Department and the Central Museum?-We think that the Central School does absorb a very large portion of the Government grant.

2531. Do you consider that you ought to have more of the Government grant, and the Central

Department less?-We do.

2532. Do you consider that the museum, or the collection generally at South Kensington, are made as useful to the provincial schools as they might be?-No, we do not consider that they are so useful as they might be.

2533. Can you suggest any way in which they might be more useful?-We consider that, with reference to the exhibition of works of Art, we have not the facilities that we should have in inspecting those very costly purchases that they make.

2534. Have you ever had the travelling museum at Norwich?—Yes; it came down once, but it resulted in a loss.

2536. Do you know what the amount of loss was?-That I cannot speak to; but I know it was a loss.

2536. Mr. Adderley. In what year was it that the travelling museum came to Norwich?—I think it was in 1858; I am not quite certain; it was at the time that Mr. Nursey was the master. Mr. Barwell, who has been the chairman of our committee, and connected with it for some time, told me the other day that it was a loss.

2537. Mr. Lowe. You say that you will lose 100 l.

a-year by the change?—That is our computation. We have lost some of the schools which once paid from their want of funds, &c., and from the uncertainty about the payments from the Committee of

Council on Education.

2538. You stated, I think, with reference to the National schools, that you had called upon them to pay, and that they would not; you do not lose anything by them ?-No; my table is to show what we should get if the school was examined under the new Minutes.

3539. From all your sources of revenue together, you think you would lose 100 l. a-year? Yes.

2540. How many certificates has your master? -He receives 30 l.

2541. Then he has three certificates?—Yes.

2542. He would only get 10 l. for his report; therefore he would lose 20 l. upon that?—Yes.

2543. Would the rule which prevents payments upon anybody but artizans strike you hard?—Yes, it would hit us very hard, because up to this time the number of local medals obtained by the special class has been much larger than that obtained by the artizan.

2544. How many pupils have you altogether in the school at Norwich?—In 1862 we had 208. 2545. How many of those were artizans?-

2546. Can you tell at all the proportion of prizes or medals or things upon which Government makes payment that was obtained by the class of people not artizans?—As regards the local medals, the special classes absorb the greater proportion of the local medals; by special classes I mean those who pay the higher fees

2547. The two items upon which the Norwich School expects to lose are the reduction in the payment upon the masters; that would amount

to 20 l., and the not allowing the school to receive money upon persons above the class of artizans; those are the two principal causes of the loss, are they not?—We anticipate that the general result of payments upon results will be what is shown in this table. There is not only the loss of 201, o masters' certificates, but 60 l. for three Art publications teachers which we have hitherto had; here is 801 to begin with.

2548. That is to say, upon results as limited

to artizans?-Yes.

2549. Mr. Tite.] Are there any other many. factures in Norwich besides shawls, which require Art teaching or drawing, or instruction in designs -Yes, we have calico as well.

2550. Calico printing, I suppose?—The many factures of Norwich are principally in shawl paramattas, and crape; there is no calico printing properly so called, but printing is carried on in various fabrics, for shawls, dresses, &c.

2551. Which require taste and tasteful draw,

ing ?-Yes, quite so.

2552. Is there any objection felt in the school at Norwich, with which you are connected, in the mode of teaching or the scheme of teaching prescribed by the Department, or to the sending down of examples by which the school is to tried in competition?-Yes, we have several objections to that; we think we are too much tied down in our examples; that we ought to have more freedom, and that the Department limits us too strictly to the different stages.

2553. You agree rather with the last witness whose evidence you probably heard?-Yes, I do

on general points.

2554. How do you get over the objection on the part of the Department, that if there is to be a national examination, and to a certain extenta national competition, it is not easy to see how that can be managed, unless the examples are pretty much the same?—Of course there is a difficulty

2555. Does any mode occur to you by whichit might be met?-My own view, of course, about the matter is that we ought to be less tied down, and that we ought to have a certain time given us. I have no objection to payments upon results so long as we have something certain beyond 10 l. a-year.

2556. And without that you seem to think that the School in Norwich, as a School of Design, would cease to exist?—Yes.

2557. Notwithstanding that, there are 80,000 people there?-I think so.

2558. Then you do not object, in point of fact, to the principle, but you want a substantial subsidy from the Government, in some shape or other?-Exactly.

2559-60. Mr. Potter.] You probably know Messrs. Willett; are they not merchants merely!

-No, they are manufacturers.

2561. Supposing that manufacture to exist, the only other manufacture requiring design in Norwich is the shawl manufacture?-Yes, there is another; Mr. Middleton manufactures the light

dresses, which require a pattern.
2562. To a limited extent only, I suppose?—I do not know the extent of his business, but there are other people who are carrying on a thriving business in Norwich in dresses and other things of that kind, which require design. In explana, tion of this, I may mention gentlemens' figured scarfs, ladies' ditto, rich figured articles for gentlemens' dressing gowns, &c., &c. 2563. Mr.

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2563. Mr. Arthur Mills.] I think you stated at you had your premises for the school at Norich gratuitously; that they had been provided r you?-Yes.

2564. Can you give any estimate of what your spenditure would be if you had not that ad-antage?—I think we could not rent the same emises under from 75 l. to 100 l. a year; we have gen good premises indeed; most convenient pre-

2565. Mr. Tite.] They are properly lighted course for the purpose?—We pay for the gas ad all the actual outgoings, but they find us the oms, which are very convenient and very well

dapted. 2566. Mr. William Ewart. Have the manuctures of Norwich extended themselves much your recollection?—The shawl manufacture has ktended.

2567. Do you consider that it has improved, ving to the Art education of the people? peaking from my own judgment, it has; the deons have improved.

2568. You are not aware that the French natterns have had any influence upon the trade Norwich?—They may have had a certain in-tence; but I have heard Mr. Clabburn, one of the principal manufacturers in Norwich, say that does not consider that we are so much inebted to the French as we are supposed to be; thinks that that has been overdone a good deal, d that the English design is quite as good as

e French; I heard him say so. 2569. Does he think that the English design better than it used to be?-Yes, better than it

2570, Chairman. Can you give a list of the cupations of the students in your school?—Yes, is in the report of 1862; it is not in the report 1863, which I have with me.

2571. Are there any suggestions that you would like to make upon the subject, besides that has been elicited from you during the exanation?—With reference to the examinations, there are one or two matters that we would suggest; we think that as the examinations at pre-ent are conducted, the head master has not an portunity of knowing what the deficiencies of s school are; he is no party in any way to the amination, and all he knows is the result as far the prizes are concerned, and so on; we think that the head master ought to have some little ice in that matter. Then, with reference to fle National schools, we do not think that it is xactly fair that children who are taught upon states should have to pass an examination, in which they use paper; that makes all the difference; of course a child taught to draw upon slate cannot draw upon paper; there are my other little points of detail which we could

2572. When Mr. Nursey discontinued teachg, you lost, of course, the salary that Mr. ursey had been receiving, did you not?-Yes; he had had 300 l. a year.

2573. What effect had that upon the finances F. T. Keith, of the school; was there a falling off in consequence of that?-There was for a time; but we have made up for it in increased fees, and increased prosperity altogether in the school; we have increased subscriptions and increased fees.

2574. Do you think that it may be fairly inferred from that, that if the aid given by Government were further reduced, the loss by the reduction would be made up in the same manner?-No; I consider we have arrived at the extreme point as far as the subscriptions are concerned; I never hope to see a larger subscription than 100 l. a year in Norwich, and we shall not get more fees on the special class. One great drawback that our school suffers from is that Mr. Nursey and his predecessor in the school of Art both reside in Norwich, and both have their pupils, whom they take away from the central school.

2575. Have you many of the upper classes who come to the school and pay high fees?-We have a very fair attendance of the special class.

2576. Mr. Adderley.] Were Norwich shawls exhibited in the Exhibitions in London both in 1851 and 1862?-They were.

2577. Was there any evidence from the award of prizes in those two Exhibitions of an improvement in design between those two dates?—That I cannot speak to from my own knowledge. know that Mr. Clabburn obtained prizes, but I cannot state as to the improvement.

2578. You cannot state whether more prizes were gained in 1862 than in 1851?-No.

2579. Mr. Trefusis. If your master has three certificates which produce 30 l., why would you lose only 20 l. upon the new Minutes?—He gets 10 l. upon his report by the new system.

2580. Mr. Adderley.] The two heads of reduction, namely, the loss on the certificates and the restriction of payments upon students to artizans will hardly account for the enormous reduction from 162 l. to 60 l. in the Government grant; is there no other cause?-I think it is attributable to the operation of the new Minutes. This operation is, in the words of the Report or statement published by the Committee of the Norwich School, to be summed up as follows: "The withdrawal of fixed payments to the Art master and Art pupil teachers, the unsatisfactory condition of the National schools, the difficulty which must arise in carrying on a Central School with only one local scholar, the uncertain nature of the payment to be made upon the result of examinations, the withdrawal of all payments on works done by the upper classes."

2581. You must have made a very low estimate of the probable receipts under the new system, have you not?—We went carefully through, and estimated what would be the receipts under the new system.

2582. Did you suppose, in the comparison, the same number of students in each case?—Yes, we did it quite fairly.

Lunæ, 2º die Maii, 1864.

MEMBERS PRESENT:

Mr. Adderley. Mr. Cave.

Mr. Edward Egerton. Mr. William Ewart.

Mr. Crum Ewing.

Mr. Gregson. Mr. Lowe.

Mr. Maguire. Mr. Arthur Mills. Sir Stafford Northcote. Mr. Potter. Mr. Tite. Mr. Trefusis.

SIR STAFFORD NORTHCOTE, BART. IN THE CHAIR.

Mr. CHARLES HEATH WILSON, Examined.

2 May 1864.

2583. Chairman. WILL you state to the Com-C.H. Wilson. mittee what your connexion has been with the Schools of Design and the Schools of Art from their commencement?-I was first of all one of the masters of the Edinburgh School, to which I was appointed in 1837. I was then appointed director of the London schools in 1843; in 1848 I was appointed inspector for a short time of the provincial schools, and after that date headmaster of the Glasgow School.

2584. I think you and Mr. Dyce were at one time together at Edinburgh, and that you issued a pamphlet upon the subject of Schools of Designs, which attracted considerable notice?-We did: we were colleagues, and were requested by the Board of Trustees to draw up a plan of our scheme of instruction, which we accordingly did, and it was ordered to be printed by the Board.

2585. As your attention was called to the subject from the earliest period at which it was taken up by the Government, perhaps you will be able to tell the Committee what was originally understood to be the object of Parliament in establishing and supporting Schools of Design ?-The original object of Parliament was the improvement of design as applied to manufacture. It was found, upon inquiry by a Parliamentary Committee, that we were at a disadvantage as compared with other countries in respect of design as applied to manufacture, and that that also placed us at a disadvantage commercially. To amend this state of things, it was resolved to establish Schools of Design, as they were then called. Council was appointed to take charge of them, with certain officers on its staff, and the schools were gradually established in the great centres of manufacture. There was one deviation from the principle of establishing them in these centres. A school was founded at York, and I recollect that the establishment of that school was held to be rather a deviation from the duties of the Council. The last school that was appointed in my time was that at Cork. I was sent to Cork to report upon the subject of founding a school there. I found that there were no manufactures in Cork. I reported this to the Board of Trade in conformity with my observations, and I urged that it should be a school having a head-master, who should be a teacher of mechanical drawing; because it was quite obvious that if a school was

established there, in the ordinary sense, no ven beneficial results could take place. There was a deficiency of the means of education in drawin for mechanics, shipbuilders, millwrights, and other of that class, and it was obvious that a school which mechanical drawing was taught would of great value to the town. I was sent to Gla gow, before the school was established at Con and I am not aware whether my views wen actually carried into effect or not.

2586. Do you consider that if the origin object of Parliament had been adhered to, amount of money required for the support these schools would have been less than it is present ?- Very much less, because there are n many centres of manufacture in Great Brita If the scheme had been adhered to in that respect of course we should have required very much le money, and have required a less numero

central staff to manage the schools.

2587. Do you consider that the existing system of teaching drawing to children and other in public schools, is a good method of improving the general taste throughout the country?-I one point of view I certainly think that we a very much indebted to the Department for wh it has done in that direction. I think its schem for instructing teachers in parish schools a in other institutions, to draw and to test drawing themselves, is excellent and most useful to the country, and must produce nation benefits in a certain sense by teaching people to draw, or by giving to them a certain amon of knowledge of drawing. I do not think the the country should expect too much in the wood results from that teaching, because if whole populace could draw, it would not follow that the original object of Parliament would very much advanced by it (namely, a gener diffusion of taste in art as applied to manufacture although very great practical advantages wo unquestionably be gained. I do not think, I co fess, anything of the other part of the scheme namely, that of giving children 40 lessons a year. I think that that is not likely to produce any resul commensurate to the expense. I would rather continue and develope the other portion of Department's scheme, which appears to me is mirable. I am very sorry to find that they see inclined to depart from it.

2588. Do you think, upon the whole, that the present system is more expensive than, with reference to its results, it ought to be?—So far as

I can judge, I do. can Judge, 2589. Do you consider that there are any other and cheaper modes of promoting public taste than that which is at present adopted?—I think that a department so powerful and experienced as that which we possess might, if it took the proper steps to do so, increase generally the knowledge of art amongst the people without any great governmental expense a certain amount of expense there must always be, but I think the whole question has now made such an advance that that expense need not be great. We are, of course, partially indebted for that advance to the Department. I am desirous of introducing something into our educational institutions which shall be, as much as possible, a substitute for the constant presence of art in the eyes of the people upon the Continent in former, and even at the present For instance, they have pictures and statues in their churches (we cannot, to the same extent, have pictures in our churches); besides it may be said that the streets are museums in many continental cities. What I am anxious to see effected is the provision, in colleges, schools and other educational institutions of works of art to be placed in the class-rooms: I mean to say, works of art illustrating the literary studies of the pupils; works of art to which the master could appeal, pointing out to his pupils, for instance, how the Romans or the Greeks illustrated their own history, if I may so speak; works of art, consisting of portraits of the men whose books they are reading, portraits of the heroes about whom they are reading, views of the places about which they are reading, and illustrations of the habits, customs, and manners of the nations whose histories they are studying. These should be constantly present and constantly referred to by the master of the class; he would do it, I am sure, with very great pleasure and satisfaction to himself, and I think that a respect and feeling for art would be developed, and that these works would form a taste for art amongst the young of all classes which would be of great value. I think that a great department, such as we possess, might exercise a judicious influence over seminaries of learning by lending models, by publishing or encouraging the publication of useful and beautiful models which would be of value to schools. I know, from experience, that there is already a disposition to purchase such works of art; and now, that we can reproduce works of art by means of casts, chromo-lithographs, photographs, and in other economical ways, very small sums of money would go a long way towards effecting these objects.

2590. Do you consider that the specimens of which you speak should be placed in all the existing schools or only in some of them; to what extent would you carry out that system of establishing local collections for the improvement of taste? I would hardly term them collections; would have such examples in every school in the country, according to its means; I would have them, especially in our colleges, in which they might be of the most important character, but I do not at present allude to museums to which the public could go at stated times, but only to works of art in the class rooms in which the people are educated, thus providing, as far as possible, institutes for those works of art with which con-0.53.

tinental people are made familiar in their churches and public buildings.

2591. I understand you to say that you think that there are too many schools now connected with the Department; is that so?-I think so; I think the establishment is too gigantic altogether. If Parliament chooses to support the Department's view with regard to the general education of the people, I can have nothing to say to that; but so far as the original object of the grant was concerned (namely, the improvement of art as applied to manufacture), it appears to me that there are too many schools.16

2592. Confining ourselves for the present to the original objects of the schools, that is to say, the improvement of art as applied to manufacture, do you think that the principle of having a small number of schools in important localities is the right one?—So far as industrial art is concerned, I think it is the right one.

-2593. In that point of view, you would consider it sufficient to establish a certain number of schools, and to provide museums or collections of works of art in connection with those schools?-Clearly so, always keeping in view, in doing so, the interests of the manufactures of the country.

2594. Do you consider, in addition to that, that it would be desirable to have a system of elementary teaching throughout the country?-I do, upon the plan which I have already adverted to.

2595. Upon what plan?—The plan of teaching the masters to teach in their own schools.

2596. That is to say, you would have a central school or several schools to train teachers, but you would leave them to find employment where they could?—Yes; leaving them to find employment where they could in their own schools.

2597. It is not then your idea that the provincial schools, except in the principal seats of manufacture, ought to be directly supported by the Government at all?—Quite so; I think that except in the principal seats of manufacture, they should not be supported by Parliamentary grant.

2598. In what manner do you think that they would be supported?-I think that there is now such a disposition to cultivate art, inasmuch as in almost every school throughout the country there is a drawing class, that it is only necessary to point out to those schools the right way of conducting the drawing classes themselves (which, I think, the Department could do admirably, with its experience) to get valuable results; almost all our educational establishments, of any value whatever, have drawing classes attached to them.

2599. Do you consider that the manufacturers, generally, in this country appreciate the importance of training designers and artisans in the knowledge of art?—Yes, they do. Of course their ideas have changed a good deal since the establishment of Schools of Art: at first they had prejudices upon the subject, which were very difficult to be got over; but those prejudices are gradually vanishing, and they are coming to form a very favourable estimate of the value of instruction in art, I am quite sure of that, from much evidence that has come before me in the course of my connection with the Schools of Art.

2600. Do you think that they evince that estimate by their readiness to subscribe to the support of Schools of Art?—They certainly have done so up to a certain point; they subscribed very liberally when the schools were first insti-

2601. Do

Mr. C.H. Wilson.

2 May 1864.

Mr. C. H. Wilson.

> 2 May 1864

2601. Do you consider that there is anything in the present system which discourages their subscribing to the support of the schools?—I think so. The Department has ruled the schools without any reference, as it appears to me, to the local authorities, and to the local wants, as they are felt by the inhabitants of the various cities in which those schools are established. It appears to me, as far as my experience goes, that a great coldness has sprung up in the country, on the part of the manufacturers and others interested in the schools. They think themselves placed in a somewhat undignified position, inasmuch as they are never consulted upon any question by the Department. Rules come down to them which they are to carry out, and their opinion is not asked first; there is, therefore, a feeling of coldness and indifference which has taken the place of the former zeal. I know that to be the case in Glasgow; of course I have not made inquiries in other places.

2602. What has been the progress of the subscriptions at Glasgow; have they increased, or have they fallen off?-They have at present dropped to nothing. I think that, altogether, the total amount some time ago was somewhere about 4,000 l., or nearly that amount. The Department encouraged us at one time to think that the schools should not depend so much upon subscriptions (as far as I understood their meaning) as upon fees, and that a judicious management of the schools would bring such an amount of fees that we should be able to pay our way. We have tried that very zealously, and have got sadly into debt at the present time.

2603. Will you explain what you mean by the amount having been nearly 4,000 l.?-All the donations and subscriptions during the course of several years being added together make about that sum.

2604. In what number of years had that sum been raised?-I am afraid I cannot answer that question offhand. The school has existed since 1845, and the amount of subscriptions has varied: one year, for instance, it was 700 l.; another year it was only 37 l.; the following year it was upwards of a thousand pounds. The subscriptions were high at first, as our return shows.

2605. Have you made a return of the amounts of the subscriptions?-Yes. I sent it by post; it

2606. Mr. Lowe. The amount is almost nothing, I think?-It is nothing now; I do not say that we could not get money if we asked for it.

2607. Chairman. Has your amount received from fees advanced or declined?—It has kept

2608. Do you consider that the school has been, upon the whole, stationary?-Yes; it has

been stationary for some time.
2609. Do you think that it ought to be stationary because it has reached the point at which it is natural that it should be stationary, or that there are circumstances which prevent its developing as it should do?—I have not very much hope, under the present state of matters, that we shall be able to go beyond the number of students that we have hitherto had. I think that the system of the Department, in some respects, discourages the attendance of the students. system of prize-giving, and compelling the students to copy particular examples, I have found, I regret to say, discouraging; the students do not like it. Of course there is a very large question

involved in the consideration of that point altogether; I cannot say whether the school might be more frequented than it is at the present time or not. We have been obliged to raise our fees in consequence of our wants, which at the present moment has somewhat diminished the attendance

2610. When you speak of raising the fees, do you refer to the fees of the superior classes and middle classes?—To both; we have raised the fees to these classes.

2611. To what extent is your school used by the middle and upper classes?—Not very much; but no inference can be founded upon that fact in our experience, because we are not very well situated, as the school is in a part of the town which makes it inconvenient for the more wealthy classes to come to it.

2612. Do any considerable number of designers come to your school?—A large number of designers come to our school.

2613. With regard to them, do you think that they appreciate the teaching in the school? Very fully. I have got some interesting evidence upon that point, consisting of some written state. ments from designers and others, as well as from

their employers. 2614. Will you state to the Committee, generally, the character of that evidence ?-A few days ago, thinking that this question might be asked. and as we have very little or no opportunity of following the students out of the school and of knowing what becomes of them, I wrote a letter (of which I have a copy here) to one or two of our newspapers, asking students and their employers to give us information upon the effects which the school had had upon their prospects in life and their position as designers. Upon the whole, that evidence is exceedingly favourable. One gentleman states a most important fact, namely, that formerly French designers used to come to Glasgow and sell their patterns from 20s. up to 20%; but they have almost disappeared from the market, owing to the number of local designers who supply their places. There are three allusions by eminent employers, and one by a pupil who is now rapidly making money (in fact, he has a country house), to that particular subject, which is a very important one. Then there are various letters which I have received from old students, now in full employment in various ways, stating how much they are indebted to the School of Design for all that they know of art, and the influence that it has had upon their progress and prosperity. There are letters from various employers, of a very favourable nature indeed, showing that in some cases they have risen from comparatively nothing to be prosperous men, owing to the knowledge of art which they acquired in the school. Some of the employers say, "We have not employed anybody in our place but pupils of the School of Design for the last twenty years." In fact, there is a mass of favourable and interesting evidence, exceeding what I expected to obtain.

2615. Can you select from those letters some that it would be interesting to place upon your evidence; or can you give the Committee a gene ral tabular view of the letters?—I will do so; I will cull some important facts from the letters; they are too long to quote entire.

2616. Perhaps you can state generally, as you have indicated your opinion that the present system is not entirely satisfactory to the provincial

schools,

ools, in what respects you think it is unsatisools, in the distribution of course it is very unsatisfactory to the ool at Glasgow to have withdrawn from it. olutely, all direct grant in the shape of salary the masters; that is felt to be a great objection. is thought that the masters ought to be paid ed salaries; that, in fact, the master of a hool of Design should be an officer of cultiged mind, of good station, a good artist, a man le to take his place in society, and who ald act as a missionary of art in the locality ere he is placed, and that he should be someat in position like the professor in a college. This considered that if he is to be paid by fees allowances, in the way proposed, he never the placed in such a position, in a pecuniary ase, as will make it worth the while of any man any eminence to accept such an office.

2617. You think, in short, that instead of a conerable sum being spent in paying for elentary teaching throughout the country, the ne sum would be better employed if spent upon payment of the salaries of a few masters in a of the most important places?—I think so; far as the results to the manufactures of the ntry are concerned, I have no doubt of it

atever. 618. Are there any other points upon which you are dissatisfied with the system?—I have already adverted to the practical point, which y almost be called a technical point, of insistupon the use of certain examples in the school. onsider that the master of a school should be a n of such talent, and should make himself so y acquainted with the manufactures of the ce, and should so thoroughly comprehend its nts and interests, that he would be able to tesch and conduct his school in compliance with in promotion of those local wants. I think

that to issue a set of regulations compelling all ools, whatever the nature of the manufactures he towns in which they are placed may be, to y exactly the same examples, is very objectionable.

619. If payments are to be made upon rets, is it not necessary that the same examples uld be used in order to test the results?—That nerely to accommodate the people in London, o judge of those examples. I think a good artist ought to be able to estimate the results atever is the nature of the copy or other work art made by the student which is placed before n; it is quite unnecessary that they should be alike; in fact, he would judge much better results of a school upon the manufactures of beality if he found that the whole teaching had boen skilfully directed by an able master towards promoting the wants of the place. The wants of Birmingham, the wants of Nottingham, and the wints of Glasgow are very different from each

2620. He might do so, if his only object in judging the results was to see whether the master searning his fixed salary; but would it be possible for him to do it if payments were to be made upon a system at all like that now adopted, namely, payments in respect of the works executed by the students?—I do not see why that should make any difference whatever. You wish ascertain whether a student outlines well; it does not matter what he copies; there might be two very different outlines coming from two very different schools; a person of experience could at once by looking over them which was the hest outline, and could instantly decide whether 0.53.

a payment should be made upon that drawing or not. If I understand your question rightly, I do not see any difficulty whatever in that,

2621. Do you approve of the principle of pay-

ment upon results?—No.

2622. Why not?—For the motive which I adverted to before; I think that the master of a School of Art is an important official, and ought to be placed in a position in which he would be entirely independent of such considerations as payments on results only. It is quite right that a proper supervision should be kept over him, and that it should be seen that he did his duty and merited his salary, but he should be placed in a position of comfort. A master has no control over the attendance of the students, and therefore on the principle of payment on results, he never could tell what his income would be likely to be. The attendance of the students fluctuates in a way which is perfectly indescribable; their average attendance is low. A master might spend a great part of his time in bringing forward a number of young men, from whom he might fairly anticipate good results, and they might all vanish before the results could be decided; because, amongst other reasons, if there is a sudden increase of business, the students engaged in that business cease to attend. For instance, in Glasgow, if there is a sudden demand for a particular class of goods, the whole of our pattern drawers leave the school; they must leave it, because they are wanted in their places of business; they must work there till 10 o'clock at night; they work extra hours, as it is called. In the spring and summer seasons the whole of our house painters disappear; in fact, the attendance is always very fluctuating, owing not merely to the habits of the pupils, but to the necessities of business in the town; therefore, the poor master could never know in what position he was to be placed. I think also that it places him in an awkward position in respect to his pupils, that he should consider them only as so many head out of whom he is to get so much I hold that he is bound as a master to consider the interests of his pupils, and to teach them in accordance with those interests; he must consider every man placed in his hands as a man for whom he is responsible, and whom he is to advance in the knowledge of art. If that pupil has to produce certain works, in which he does not take much interest, the master is obliged to entreat him, and to flatter him into producing them; all of which appears to me to be highly objectionable; the master in such cases would be made too much the slave of the pupils, whereas he is independent of the pupils if he is paid a salary.

2623. I think you formerly paid a good deal of attention to the system of education upon the Continent in ornamental art, did you not?-Yes. I have been in the habit of going to the Continent very frequently; I lived eight years in Italy, and paid some attention to it, even in my younger days. I have been in a good many of their schools, and have seen the mode in which they are conducted, and know pretty well, generally, what is the state of matters upon the Continent with respect to the teaching of art.

2624. Do you consider that they have any advantages over us in the Schools of Ornament which they have in any foreign countries?-I think that almost everywhere they have a great advantage over us, inasmuch as they retain a tradition of art which we do not possess.

2625. Should you say that there were any schools

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2 May 1864. schools of what may be called ornamentists, or ornamental artists, in Germany or France?—Unquestionably there are classes of ornamentists in those countries, which we hardly possess at

2626. Do you think that we are in a fair way to possess such a school in England?—There are many considerations connected with the question of our possessing a great school of ornamentists. I think that we are improving in that respect. The reason why continental countries possess schools of ornamentists is easily understood. There is a great deal of public employment for artists, and whenever there is public employment for a painter, or an artist of eminence, he comes to have a great influence, as the old masters had, over almost every department of Ornamental Art; it is a necessity which follows from his public employment. Now, as we all know, we have very little public employment of artists in this country; nothing like the employment of the great masters of old in the Vatican and elsewhere, where we find that each master predominated over a school of artists, most of whom were ornamentists also; and many of the pupils of the old masters remained ornamentists, not having sufficient talent to go on There is something of the same to be artists. sort still existing upon the Continent, although not developed to so great an extent as formerly. It has always been my beau ideal of a School of Art in this country that it should be made as like as possible to one of those great old schools. I am anxious that we should not have a mere system of routine and mannerism generated by one authority operating upon the minds of the whole of the people throughout the country. I should be glad to see such men as I have adverted to in a former part of my evidence employed (I think you could trust them, for they would be worthy of the trust) in the different localities in forming schools of artists as the old masters formed them. I may recall the fact, that there was formerly at Genoa a great school of ornamentists, the effect of whose example can be traced to the present day; we recognise at Genoa the hand of Pierin del Vaga, at Milan of Luini, at Mantua that of Giulio Romano. In France, Primaticcio's influence is felt even at the present day in art and manufactures, an influence which is preserved by the French by means of their excellent museums, resembling that which has been so successfully formed by the Department, and which is of such great value, and may be made of more value to the country. I should like to see some attempt made to restore that state of things, when artists exerted so beneficial an influence by precept and example. I think that in speaking of the formation of a school of ornamentists in this country, we ought to remember with gratitude what Pugin did as an example of the influence of one mind. I think that what he did for mediæval ornament is telling at the present time, so that, perhaps, we have a better school of Gothic orna-

mentists than of any other class.

2627. Do you think that the maintenance of a central establishment in London, directing the course of instruction in all the Schools of Art throughout the country, and supporting those schools on a system of payment by results, which results must be uniform in all the schools, is likely to advance or to retard the formation of such schools of ornamentists as you contemplate?—It is very important indeed, that we should have a very strong school and a liberally

supported school in London; a school with would be a model to the whole country, a school which would be excellent in every respect which would import into its working all provements and all progress from all parts the world, and keep up a high tone in all matters. I earnestly hope that nothing will entire impair the existence or the usefulness of such really to peep. school as London ought really to possess as example to all the country. But the Department has plenty of means of establishing its influence by the education of masters without issuing the endless regulations to the local schools, which appear to me not sufficiently to consider wants of those different localities, and to eviden in the strongest way a tendency to that which most objectionable in all academic systems, as a know by the history of art, namely, routine mannerism.

2628. I understood you to state sometime as with regard to all the elementary teaching other places than the central seats of manufaction that you would like to see that entirely left local resources. With regard to the teaching the central seats of manufacture, what conner do you think should be kept up between Central Department and the provincial school -I should, in the first place, train in the Cent School the masters of all those different institions, selecting good artists for that course of train ing. In the next place, I would have all the schools inspected by the Department, and I thin that all the information accumulated in London all the experience gained by the able members the Department ought to be conveyed to the m vinces through properly constituted inspect who should meet the committees and give the information, encourage them in the path win they were following, and advise them on any casions of difficulty, and I would have all works of art produced in those schools, or a sek tion of them rather, sent up to London that officials in London might examine, and rep upon those works of art, and see whether masters were fairly earning their salaries a doing those duties for which they were be paid from the public funds. This system won give to the central authorities sufficient power; think it is nearer to the system which existed London when I was director of the Schools Design, than the present system. The Count sent me down to various localities; I visited different manufacturers; I inquired into the wants and they had considerable liberty of active without interference from us if we saw the steadily pursuing the proper course. We li down for them a general system of instruction; system of instruction which the Department I think, greatly improved and extended. It's gratification to think that the Department rendered such public services, as I think it done, in the establishment of a useful praction system, if it would only allow the local master to apply that system without so much interferent with them as has hitherto prevailed.

2629. What expense do you suppose such

2629. What expense do you suppose such connexion between the Central Department at the Provincial Schools would involve—the would be the payment of the salaries of a masters?—There would be the payment of a salaries of masters, the payment of the Inspector and the payment of the officers of the Central Department connected with those schools. It items might be separated so that we might understand a little what the real cost to the country

vas. It is very difficult from the estimates now be known what the real cost to the country is of hose different branches; and I think that if they were put under different heads, one could judge etter. I conceive that a really small sum of money would do all this great work.

dopted would cost more than at present, would not?—Yes, because I would pay the masters nuch better than they are paid at present.

nuch better than they are part at present.

2631. But you would have a smaller number of schools?—Yes, because I go upon the principle hat the original object of Parliament being to incourage the improvement of Art as applied to nanufacture, such schools only are wanted of the description to which I am alluding in the seats of manufacture.

2632. Have you at all estimated in how many owns it would be necessary or desirable to have uch schools?—I think from 20 to 25 towns.

2633. Do you think there is any reason to suppose that in those towns there would be such feeling of appreciation of those schools as that here would be a prospect of the towns taking the cost of schools upon themselves entirely?—I conscientiously believe that if Parliament puts those towns upon their mettle at the present time, and tells them that it will not give them mything at all, and does away with the central authority so far as they are concerned, or enables them to secede from it, they will do their duty. I am pretty sure, at any rate, that Glasgow would, in that case, support its school. In saying this, I mean that such would be the case if Parliament sweeps away the grant entirely. Of tourse, I cannot speak of other places.

2634. Do you think that if the Government

rant were now withdrawn altogether from Glasgow, the city would support its school?—Pracically speaking, it is withdrawn; we get very little or nothing; our head master is not a certificated master, and therefore he is not entitled to

he allowances.

2635. Who is the head master now?—Mr. Robert Greenless.

2636. By whom was he appointed?—By the ocal committee.

2637. I gather that he is not a master certificated by the Department?—He is not certificated by the Department.

2638. Is he then not entitled to receive anything from the Department?—He is not entitled to receive a farthing from the Department, as I understand it.

2639. If the Glasgow School is continued, then, it will be upon the support of fees and subscriptions?—It will be entirely by fees and subscriptions, with the exception of the amount paid to one master who is a certificated master.

2640. What advantage will he get?—Next to nothing; he is only an elementary master. Of course, from his position in the school, he never can produce much that will bear payment, and he will get very little—in fact, we shall get next to nothing.

2641. Mr. Lowe. You say, do you not, that the subscriptions have dropped almost to

nothing ?—Yes.

2642. And that they could be raised if trouble was taken about it?—I think they might be raised again, but in saying so I am not thinking as the Committee think. The Committee were about to raise money to reduce our debt; it was desirable to raise a couple of thousand pounds, but when the last regulations of the Department 0.53.

made their appearance, they dropped their arms at their sides, and would do nothing. They said, "We cannot do it."

2643. You and they differ upon that point?—Yes; I mean by this, that it would have been beter to have tried, if I may have a personal opinion.

2644. You have raised your fees in order to reduce the debt, have you not?—In order to endeayour to maintain the school.

2645. But the school is in debt, as I under-

stand?—Yes, we never pay our rent.

2646. To what extent is it in debt?—I should think it is in debt to the extent of upwards of 5,000 *l.*, against which must be set the value of the premises and stock, and balance at credit of fees.

2647. Will you explain that?—When the original Committee purchased premises for the school, they did not pay for them, they applied the money which they obtained by subscription to making the premises fit for the School of Art, any they carried the school on for so many years with this debt, on the security of the premises, hanging over their heads. They made efforts from time to time to relieve themselves from at least a portion of this debt, and paid to creditors several sums which they obtained by subscription. But of late years they have ceased to ask the people of Glasgow for subscriptions, they have gone on working the school, paying the masters from the fees, and inasmuch as the head master was formerly paid by Government the whole amount of salary, they were not in so very unfavourable a situation. They have made many efforts to conduct the school at a moderate expense, but notwithstanding every effort there is this debt on those premises, their value being 3,800 l., and there is a balance over and above that owing to the Union Bank to a considerable amount.

2648. I think your fees in 1853 were 409 l., and in 1863, 641 l., were they not?—Yes.

2649. Therefore, they had risen by a sum of 230 *l*. in the 10 years?—Yes, but in the former case, you have the fees exclusively of the Central School, and in the second case you have the fees which are obtained from external schools added.

2650. Then you mean to say that the fees of the Central School have not risen in that time?

-No they have not risen.
2651. You say that the people of Glasgow, the Committee, I suppose, look upon the restrictions that are placed upon the school with some degree of distrust and dislike?—They do.

2652. Do they think that they ought to receive public money for an object to which they contribute nothing themselves, without any conditions accompanying that payment?—I should think that they do not.

2653. Do you not think that such a view would be unreasonable?—It would be very unreasonable.

2654. Then, you think that their dislike is unreasonable, I suppose?—No; I think that the restrictions are felt to be too great. I think that if the officers of the Department would go down and meet the gentlemen upon the subject it would be an advantage; certain restrictions must always exist where public money is received, of course.

2655. Do you not think that they would put themselves in a better position to be heard if they would put their hands into their pockets and subscribe themselves to the support of the school?—Their case is that they have been so disappointed

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2 May 1864. appointed by the action of the Department, that they are indisposed until things are settled upon a better principle to put their hands into their pockets.

2656. What action of the Department is it that they complain of as having disappointed them?-It is this last set of regulations.

2657. Then, I understand that until the last regulation, which has not yet come into effect, they did subscribe liberally, did they ?-No, not up to this last regulation; I do not know exactly when the subscriptions ceased to be given, but certainly it is not due to this last regulation that the subscriptions have stopped.

2658. The subscriptions ceased first, and the dislike of the regulations of the Department came afterwards?-They were going to raise money (such is their statement) to pay off the debt upon the school when the regulations induced them to

2659. They had omitted for a number of years to do that, had they not ?- They had omitted to do it for a number of years, certainly

2660. Does not that look like the wolf and the lamb; does it not look as if they wanted to find an excuse for not doing their duty, and so quarrelled with the Department's regulation?-I do not know that; it is a difficult question.

2661. Do you think that if the gentlemen who form a local committee will not do anything themselves for the support of a school, they should come to a public Department and ask it to make or unmake any rule for the sake of that object for which they will do nothing themselves?-I think, unquestionably, that they ought to make a strong local exertion to support the school; I do not hesitate to say that I think if they had kept up their subscriptions, we should not have been in such a bad way as we are.

2662. You say that the prizes given by the Department have discouraged the pupils, do you not ?-Yes.

2663. They are rather considered to be in the nature of an encouragement generally; how is it that in Glasgow they have been a discouragement ?- I did not say that the prizes had discouraged the pupils; I said that I thought every School of Art in the country ought to be taught by its head master in connexion with the wants of the locality; I objected to the system of the Department; of course if the Department gives prizes, it is quite clear that it must establish the regulations under which those prizes are to be given, but I would part with the prizes altogether rather than have those regulations forced upon the schools.

2664. I understood you to go further than that at first; you do not, then, think that the prizes have any discouraging or depressing effect upon the pupils?-I think that the production of the works stipulated for the prizes has a depressing effect, they are very laborious works; I think the students, as far as my experience goes, do not like to execute them.

2665. They do not like the work?-They do not like the work; they go away very often rather than do it.

2666. That would apply, would it not, to prizes generally; they are not to be got without work?—They are not, that is a general view of the case, but there is a special view of it also.

2667. You think, in Glasgow, that it is better that people should not work so hard, I suppose? No; on the contrary, I think they should work as hard as possible.

2668. Why should we dispense with the stime lus which had a tendency to make them do 80? I think it takes away from the master the devotion of his pupils; I think they will work to an extent if they see that the master is absoluted devoted to their interests; I consider that the compelling them to do certain works for certain prizes is viewed by them as unfavourable for the promotion of their interests.

2669. How would you ascertain whether master does devote himself to his pupils or not By the general results of the school; even year works of art should be sent up by the school to the Central Department, and in that way; would be seen whether the master did his duty

2670. I am afraid those works would be laba rious, would they not?—Certainly.

2671. Why would they be the worse for having prizes annexed to them, as they have now? do not know whether we can understand each other upon that subject; if you will consider the general view which I take of the entire dedication of the master to the local interests of his pupil and the training of them with reference to tho local interests, I think it is easy to understand my position.

2672. What has that to do with sending u works of art to the Central Department; there are two principles: one is, to have unlimited conf dence in the master, and leave all to him, which I understand to be that which you advocate? Yes, so far as the selection of examples and appli-

cation of the system are concerned.

2673. The second is, not to place such unlimited trust in the master, but to judge by what the pupils produce; that I understand you to depre cate, but I understand you at the same time to say that you think the master should be judged by the works which the school sends up; I do not understand how you reconcile those statements together?-I do not think that I have said that exactly.

2674. You deprecate making the master a slave to his pupils, and their being obliged to produce works by which the school is to be judged instead of leaving it to the master who is to be a great missionary of art and so on?—Yes, that is my view; he ought to be such a missionary

2675. How do you reconcile that with saying that a school is to be judged by the works sent up to the Central Department?—The Department has laid down a general system of tuition to be carried out in the school; I would give the master free action in carrying out that system of tuition with reference to the wants of the locality is which he is placed; that is my point.

2676. Do you consider the Fine Arts in Italy at this time to be in a satisfactory state, the art of painting, for instance, or drawing, or ornamentation?—I am sorry to say that the Fine Arts are not altogether in so satisfactory a condition in Italy as we could wish: sculpture, however, is in a very satisfactory condition.

2677. I excluded that in my question?—But that is a Fine Art; the art of ornamentation is in a very fair state.

2678. As good as it is in England, do you think ?- In some respects, better; for instance, carving is in a better state.

2679. And painting?—Common painters' decoration is better, certainly, and they have more ornamentists than we have.

2680-1. And better ones?—Yes, and better. 2682. I will read to you an extract from a

letter

of yours in October 1860: "Certain it is our strict methods of instruction are replacted our strict methods everywhere, and the teachers the old methods everywhere, and the teachers of the work are preferred." Do durated by us for the work are preferred." Do durated by us for the work are preferred."

adhere to that opinion: I es, certainly.

2683. I understand you now to object to the
2683. I understand you now to object to the
rict method of instruction, and to say that that
rict method of instruction that the public
are had with the Department?—No, I do not
are had with the Department?—No, I do not
distinctly to my former opinion, and I
of the Department will ever maintain a strict
of the Department will ever maintain a strict
of the Department.

will put it is to be left to the master how far will put it into effect, if I understand you ty?—It is to be left to him how far he will y that instruction, according to the wants of is locality.

is locality.
2885. Is that your notion of a strict method
instruction when it depends upon the master
of far he puts it into force or not?—You
in light judge by the results, whether he was do-

his duty or not.

386. We were not to judge by results, but to leave it to the master, as I understood just now?

I said most distinctly that they were to send specimens of the pupils' works, to be judged by the authorities, if money was granted by Parlia-

1687. Would you abolish the national composition?—No, I think I would not abolish the association.

1688. Then you would make that an exception our censure of prizes, I suppose?—I would

2689. Upon what ground?—I think that there not be some mode by which you can ascertain highest points which the schools have reached, in perhaps that is the best mode that could be exist to bring works from them all together, in give a national medallion to the best works reduced by those different institutions, without rescribing the examples, for I adhere to that

2690. Then you would have a national competition without prescribing what it should be in?—'Na, I would not prescribe the special examples.

1691. How are people to compete unless you fix the conditions; may you draw a horse, and my I draw a dog, and will it have to be decided whether my dog is better than your horse, or are wt both to draw a horse?—According to the scheme of the Department, which I admire very much, different classes are established in the different schools; there is an elementary class, and an advanced class, and there is a still more advanced class, and so on. I would have a work produced by each of those classes through the school without dictation, and I would classify these productions, and compare them.

2692. They not being from the same copy?—

ot necessarily from the same copy.
2693. You think that that would be a more

2093. You think that that would be a more satisfactory plan than the plan of setting them all to do the same things?—I think so.

2694. Do you think it would be easier to compore their respective merits?—I think artists might very easily compare their respective merits if they gave their attention to it; it would be very easy.

2695. You would make a Rule of Three sum of I-It is taking a very mechanical view of it to pose that they could not compare the merits of the different works.

2696. Your fees have risen to 454 l. in the 0.53.

Central School, I find; that is to say, they have risen 50 l. in the last 10 years?—Yes.

2697. You quoted some very interesting papers to show the satisfactory results of your school instruction upon the position and advancement of some young men?—Yes.

2698. Yet you consider that the school has been conducted upon a bad system, as I understand?—I am satisfied that if my beau ideal of a school had been carried out in Glasgow we should have been in a better position in Glasgow than we are now.

2699. Nevertheless the school has succeeded, has it not?—Yes; it is most desirable that the Department and everybody who has had anything to do with the promotion of art in the country should derive every advantage and benefit from those facts which I have stated as to its success. I am very anxious to say in the most emphatic terms that I consider that an immense improvement has taken place since I went out of office in the schools generally throughout the country.

2700. The question is, whether your evidence that the Department is proceeding upon a bad system derives any benefit from those facts, or indeed is reconcilable with those facts?—I think it is.

2701. How do you reconcile the two things?—
I think that better and more important results would have been attained if there had been greater freedom of action.

2702. The thing has succeeded; but you fancy that if it had been done in a different way it would have succeeded better?—I do.

2703. Is there any institution in the world that is not open to such an argument as that, however successful it may have been ?—I suppose that is the case

2704. Mr. Tite.] Setting aside any objection which you may have on principle to the system of these specimens being used as trial specimens, are those which are now used well or ill chosen?

—They are very well chosen.
2705. Is that the case, not only generally, but individually?—I should not be disposed to make students in Birmingham or Nottingham and students in Glasgow copy from the same copies.

2706. In what respect should they differ, and why?—The manufactures in Birmingham are chiefly iron, lace in Nottingham, whereas they are principally printed goods in Glasgow. I think that makes a very great difference; my reason for insisting upon this is simply this, that a great many students unfortunately stay with us a very short time, and I am very anxious that we should do all we possibly can to promote the welfare of those students in the short time they stay with us, and I would take the most direct means to do it.

2707. Good drawing must be at the bottom of all designs, must it not?—Unquestionably.

2708. Do you think that that would be promoted by having the specimens by which they are to be judged accidental and open to the taste of the master himself or the Committee?—If the master was not able to regulate that he should not be there at all.

2709. You would prefer that system to the present?—I should prefer a less restrictive sys-

tem than the present.
2710. Mr. Potter.] You stated that you were in favour of grants to a number of Central Schools?—Yes.

2711. Are you aware that that principle was

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recommended in the year 1835 by a Committee C.H. Wiison. upon Arts and Manufactures ?-Yes.

2712. The principle recommended was that the Government grant should depend upon the amount subscribed by the localities?-Yes.

2713. Do you think that a sound principle?-Yes; I would insist upon exertion in the

2714. The Government grant, of course, should be made under a very thorough inspection?—Certainly.

2715. You were an inspector under that rule, were you not?-I was, for a short time.

2716. Were you at that time, that is to say, about 1849, cognisant of the condition of the different provincial schools in the country ?-Yes.

2717. You visited Manchester, did you not? Yes, I have known that and many other schools

from their very foundation.

2718. You visited at that time Birmingham, Glasgow, Sheffield, Nottingham, Norwich, Newcastle, Paisley, and Leeds?—Yes, I assisted in the establishment of several of those schools. 2719. As well as Huddersfield and York?—

2720. Is it within your knowledge whether the local subscriptions were kept up or not to meet the Government grants in those places?-It is fifteen years ago since I had anything to do with them, and I cannot now make a positive statement on that point.

2721. Is it not within your knowledge that the local subscriptions fell off in all those schools?-I think that the local subscriptions did fall off.

2722. Although the grant was continued?—Yes, although it was continued for a certain

2723. In spite of that there was no local support to keep up the promise which had been made?-No, it fell off in various localities; I cannot speak to the details in any particular place.

2724. You are a strong advocate of what I call technical teaching; that is the teaching of Art as adapted to the manufactures of the localities, are you not?-All teaching in these schools must be divided into two heads.

2725. You are an advocate for the teaching of Art adapted to the manufactures of the district? -Certainly; but I do not by any means suggest turning the schools into workshops.

2726. But having reference to the trades of different districts?—Yes; I have made a few

drawings to illustrate that very subject which, I think, would make my meaning more clearly in-

telligible than I could make it in words. 2727. Your teaching would bear closely upon the manufactures of the district, would it not?-In every case I am anxious to teach art, keeping in view always the manufactures of the district. even from the first, because during my long experience of Schools of Art, whatever manufacturers I have conversed with, have expressed themselves so strongly upon this point, that I am very anxious without sacrificing principles to yield upon that point. When the pupils come into schools they are so anxious to learn something in connexion with their occupations, that they are very apt to leave the school unless you can show them that you are teaching them something connected with their occupations. As they become more and more acquainted with art, they desire to become more and more general in their studies; for this important reason, that as they become better acquainted with art they perceive that a merely technical education, tending only

in one direction, will not suffice to make the such good artists that whatever occupation may take up they may be able to overcome difficulties of the position. For instance, as illustration, a French designer once said to When I am not employed for calicoes, the can design papers; if the market for paper not very good, I can design for silk hanging if the market for silk hangings is not very g I can paint decoration." Now our students [to feel that strongly, after a time, and their becomes higher and higher. I have evidence show that young men trained in Schools Design are able, when there is a depression one trade, to take up another; when one branch of ornament is not much wanted, they are immediately to apply themselves to another consequence of the training which they received; therefore my technical view of case is to meet the wants of the pupils as In as possible at first, as a means to lead them gradually to a higher view of the nature object of the teaching.

2728. You would consider pure art teaching course, as a national benefit?—Yes, as a national

2729. And trade art teaching, of course, m necessarily be more local in its character?-Y

2730. It must be located in certain centres Yes, in all those centres of industry the Sch of Art are placed at a very great advantage, asmuch as they co-operate with the worksh the student is made practical in the works but the School of Art supplies what he cam learn in the workshop.

2731. Still keeping close to the nature of trade?-Yes, I would remember the nature of trade from the very first lessons I would him, that I might lead him on gradually to a

appreciation of the value of art.

2732. Supposing a rate were laid upon the of Glasgow for the support of the Schools of would not the ratepayers be jealous if they we called upon to find funds for the promotion art as applied to special trades, and more so the if applied to general art?—We have a local result. for parks and galleries. This gallery which allude to is a collection of old and modern tures and statuary, lately established in Glasgi I took a great interest in the promotion of and have been permitted to assist in its prevation. We have a rate now for the maintenance of the gallery, and we only want to go a lit further in that direction to have a sufficiency a School of Art.

2733. Can you go further under the Act Parliament?—I think so, at any rate some peop

think we could go further.

2734. Mr. Ewart.] Cannot you establish School of Art under the Libraries' Act?—Is not aware whether that Act applies to School

2735. Mr. Potter.] You said that you letters expressive of the advantages derived from your school instruction by former pupils of the school?-Yes.

2736. Have you any letters from the different

masters in the district?—I have. 2737. Are those masters subscribers to t school?—At present there are no subscribers the school.

2738. Though they admit that they are large benefited by the schools they do not subscrib to it?—No, not at present.

2739. You stated, did you not, that there we

n ignorance on the part of the manufacturers as the benefit of these schools?—I did not wish o the boar I did not say so; I said, that at first bere were prejudices which it was difficult to get

yer. 2740. I think you said that after that there as a change of opinion and a disposition to apport them?—I think there is a disposition

support them.

2741. Do you then think that there is a disosition to support a school at present?—People xpress in the abstract a very strong opinion in your of the school, but they do not give us nuch money

2742. I think you stated that the prejudices gainst the school were vanishing?—Yes.

2743. But still you have no support?—No; it rould be a long story to enter into those rejudices.

2744. In your statement, with regard to the improvement in designs, did you allude to calico rinting at all?—Yes.

2745. And to the shawl manufacture, I suppose? Yes, and to Turkey reds particularly.

2746. You spoke of the disappearance of rench designers who formerly sold French esigns in Glasgow at high prices?—Yes; I have been informed that such is the fact.

2747. Do you think there is a large increase of ocal designers in Glasgow?—Yes; I think so. 2748. For calico printing?—Yes, with the

crease of manufacturing there must be an increase of designers.

2749. Is it a large comparative increase? es, because many of our students are obliged to o to Manchester and other places where woven oods are manufactured, not finding employment

Glasgow. 2750. Do you suppose that there is a deand for them in Manchester or other places?
Yes, I know of some very good pupils who ave gone both to Manchester and Kidderminster, though I have not been able to trace them after

they have gone. 2751. With regard to the employment of French designs in Glasgow, are you aware that the partners from half-a-dozen of the principal colico-printing firms in Glasgow, generally visit Paris once or twice a-year to purchase French designs to a great extent?—I am.

2752. That will account for the French deigners not coming to sell their designs in Glasgow, will it not?—I cannot answer that question;

I know the fact that they do go to Paris.

2753. You would not be surprised if I stated, that four of the largest houses in Glasgow spend Tearly 10,000 l. a-year in Paris, for designs?—I am not surprised to hear it; I have known

nuch larger sums spent.

2754. How does that agree with your opinion, that there is an increase in the demand for designs in Glasgow ?—I find, for instance, that one great house in Glasgow states, in a letter which have here, that they are now looking to the locality for a great deal of the design which they employ in their establishment, and that they consider a particular designer in Glasgow, who has been educated in the School of Design,

equal to any French designer.
2755. Are not these manufacturers producers a class of work that does not require much d sign? - They produce handkerchiefs, and a at many very interesting manufactures for the East, which require a good deal of design.

2756. Those, of course, are closely based upon 0.53.

the Eastern taste altogether?-Yes; that is a interesting department of manufacture.

2757. That class of customers would not admit or tolerate any novelty of design at all, would they?—No, not the Eastern people; all the designs must be made to conform to their ideas.

2758. They are fettered by the Eastern taste?

—Yes; they must follow the Eastern taste. 2759. Of course, for them, there is no great demand for original designs?—That is true, so far as the Eastern market is concerned, but they produce a great amount of goods for this country.

2760. Is not their production for this country very limited, in comparison with that of the houses I have adverted to, as sending to Paris for their designs?-Yes; as compared with those

houses.

2761. I see that the Art Museum was in Glasgow for 55 days sometime ago; the receipts are only 58 l.; I suppose a great loss resulted from that, did not it?—We could not induce the people to go to see the travelling Museum; we took every pains, but I am unable to give any financial statement upon that subject.

2762. The Museum was there for a considerable time, and attracted very little notice?—Yes: that was the travelling Museum; it was a great vexation to me that it attracted so very little notice.

2763. Did you attach personally much value to the Museum?-If the people would go to see it, I should attach much value to its being sent to us.

2764. Do you think it is worthy of their going to see?—Certainly, it contains a great many valuable things. I took the pupils there, and made them draw from the works of art. It was a great delight to myself, and to the intelligent pupils also.

2765. You could not get the Glasgow people to go?—It has been very difficult to get the Glasgow people to go to see local collections of art at all, but there is improvement in this

2766. Mr. Crum-Ewing.] You mentioned that the directors of the School of Art in Glasgow were dissatisfied with the mode in which the London Department acted towards them?-Yes.

2767. Do you consider that it is in consequence of that dissatisfaction that they ceased to subscribe to the schools?—I cannot say that; because they ceased to subscribe before they expressed their dissatisfaction.

2768. Have you any doubt that the manufacturers of Glasgow would subscribe to these schools if they were satisfied with the mode in which the Department here acted towards them?

-I have no doubt that they would.

2769. You mentioned that a large sum of money had been spent upon the fittings and internal adaptation of the premises which you occupy at Glasgow ?-Yes.

2770. I suppose that that forms a large part of your debt?—Yes, that forms a large part of our

2771. I apprehend that you consider that the owners of those premises would give consideration for that if they were pressing for payment; it is to them that you chiefly owe the debt, is it not? -Yes, it is to them.

2772. Do you consider that they would give you considerable credit for the large amount which has been spent upon those internal fittings; that they would give a reduction from the sum you owe according to the value of those internal fittings?-

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fittings?—I do not think they would do that, because the premises are now old and the fittings are worn out. We have had them valued. They would sell us off of course, and get what they could for them.

2773. You mentioned that you were placed upon the superannuated list?—Yes; I have been superannuated.

2774. Did you ask to be placed upon that list?

No.

2775. You consider yourself, do you not, to be quite fitted to continue your duties?—Yes, for a few years longer.

2776. Did the directors of the school at Glasgow evince any desire that you should be superannuated?—Certainly not; on the contrary, they were very much taken by surprise.

2777. Is it not the case that the directors of those schools placed upon their minutes their deep regret at losing your services?—They did.

2778. Will you give the Committee a copy of that minute?—I will.

2779. Mr. Ewart.] Under what Act was your gallery founded; have you a local Act to enable you to levy a rate for the gallery?—The gallery was not founded under any Act; a rate is levied, but I do not know how.

2780. You do not know by what machinery you are able to do so?—The gallery belongs to the Corporation, and is called the Corporation Gallery. The gallery of pictures, with the handsome rooms in which they are contained, was left to the Corporation by a gentleman who had made the collection. Subsequently it was found that his affairs were not solvent, and the Corporation resolved that rather than lose this chance of commencing a gallery of Art in so great a city as Glasgow, they would purchase the premises and the pictures, and they did so. They have since that time levied a rate, but I cannot state the details.

2781. It is under a special local Act that you do so?—It is not a question upon which I am informed. I only know the fact that they have levied a rate.

2782. You mentioned that you had some drawings illustrative of the application of art to the special manufactures in particular localities?—Yes, I have such drawings.

2783. Have you them with you?—Yes (producing some drawings). At the same time, perhaps, I may show the Committee a book which I have borrowed from Mr. Stirling of Keir, which has been done for him by a student in the school; it is a very magnificent book; perhaps I may be allowed to lay it before the Committee as a specimen of the production of a student (producing a book). The whole of the drawings in this book have been executed by a student; the lithographs are also executed by students of the School of Design. Another student has executed another very beautiful book, which is to be presented to the Princess of Wales.

2784. Are the drawings in the book which you handed to us just now all done by one student?

—Yes.

2785. Mr. Potter.] What is he?—He is a land-

scape painter and ornamentist.
2786. What was he originally?—He came to us as a young man before he had entered upon any occupation.

2787. He is not a designer in Glasgow?—Not a pattern drawer; I may state that those designs are now being executed by Messrs Minton as

plates. I will now show the Committee some drawings which I have made (handing in some drawings).

awings).
2788. Chairman.] What are those drawings of drawings with state of drawings with state of drawings with state of drawings with state of drawings. that you produce?—A set of drawings which is wish, as the last act of my connection with the schools, to contribute, if they should be though worthy, towards some improvement of the syster of elementary teaching, and as an attempt to make that part of the course a little more in teresting and available to pupils at the early stage of their training; for instance, on the present plan which we follow, a student in elementary drawing is taught to draw a series of curves upon a centre line until he can execute them with facility and power. I propose to place before him not merely an abstract form, but also the appli cation of that form in various ways to useful purposes; it will be, for instance, as easy for him to draw this vase as to draw these curved lines and having drawn that vase, if he prematurely left the school, he would, at least know how draw such a vase (pointing out the drawings) in stead of being merely able to draw a few curved If he drew from nature and straight lines. somewhat further on in the course of his studies he would draw that leaf (pointing to another drawing); for instance, this leaf of the common buttercup, on the other parts of the same page he may observe and copy its treatment as orna ment; he would draw a number of other leaves but, in each case, on the same diagram, I place before him examples of these leaves ornamentally treated, and the same skill which enables him draw the natural leaf will enable him to draw the ornamental leaf and so he will get in that se of studies practical ideas upon the application of these forms to ornamental design. These are designed in the same way (producing other draw ings); they are a variety of simple forms which are easily drawn; they are as simple as the presen elementary drawings in use in most of the schools but have this advantage that they convey ideas well as promote skill of hand. I show the application of the natural form to ornament upon the sam sheet of paper, so that the student gets two ideas instead of one. Here is a set of lines illustrative of a simple method of conveying information a to the origin of certain forms of ornament; for instance, there is an altar, and here are certain vases, here they are piled over each other upon the altar, and they form a candelabrum. In this manner I show the origin of the candelabrum, and how it sprung from the use of such vase placed on the altar in the temple. student on step by step till I come to the fancif and florally decorated candelabra of ancient deco rations, which suggested the upright arabesque so often used in decorations; thus, in a course elementary training, the student is shown the connection between natural leaves and ornaments as well as certain facts in the history of orne ment, and it would give an interest to his stud Those are oak leaves treated in the of drawing. same way (pointing to another drawing), and applied in various forms of medieval ornament as painted glass, or carved ornament.

2789. Mr. Ewart, Those are adapted to the different branches of Art manufacture?—Yes, these are ruffled leaves, of great importance programment, and the examples illustrate the hest methods of drawing them.

2790. Mr. Adderley.] Do not the studies of the Department begin with the natural form, and proceed to its application?—They begin with lines.

lines and curves in the usual way, not with

natural forms at present.

atural localization of the 2791. Chairman.] Is it your view, that if the master were paid by salary, he would be free to ake up such a course as this in preference to ake up such a course as this in preference to the Department ays it down as a principle that the pupils are to the thoroughly well taught, but I am very nxious that the master should have an opporunity of selecting the class of examples which bught to be placed before the student according his occupation, those examples being approved by the Department.

2792. But you would not object to the Department judging whether the master was worth is salary by seeing what results he was pro-lucing?—No.

2793. You merely wish the master to have uch freedom as to be able to choose what kind fresults he would aim at producing?—Yes.

2794. Mr. Ewart.] You would allow freedom n the local application of the teaching to designs, ubject to the inspection of the Department?— Yes; these examples are intended to aid a paster when teaching the mere elements, to each in relation to some local want, as well as to onvey to the students ideas of how natural forms vere applied to ornament by our great teachers; or instance, there is the myrtle treated as the comans treated it; and there it is upon that treek vase, so that the student gets two ideas of he treatment of the myrtle, besides acquiring the

kill to draw it.

2795. Mr. Lowe.] Your system is to teach hose things in the concrete, rather than in the bstract; you think that the curves are better aught by the objects of nature than abstractedly? -Yes, exactly; the form and its application are night at the same time. There (pointing to a rawing) is the ivy, as used by the early Greeks; here is the ivy as used in Roman times; of ourse, they also used it very abstractedly; ut that is an instance of a naturalistic applicaon of the ivy to a drinking vase, by a Greco-Romano artist. I think an intelligent master, nowing his profession, and acquainted with the istory of Art, would, with such examples as hese, have constant opportunities of making bservations to his students upon them, and living the subject an interest which at present does not possess. I have taught for 27 years yow, and this is a part of the result of my thoughts upon the subject.

2796. Chairman.] If there were that degree freedom given to the master, would it not eep up the interest of the master himself, and make him a better teacher than if he has to go irough the same routine year after year?—Yes, that is strongly my opinion; a mere system of routine wears out an intelligent master, anxious consult his pupil's benefit in relation to his

cupation and peculiar talents.

2797. Mr. Edward Egerton. With reference to ne state of Art-education upon the Continent, ou said you had a good deal of knowledge of nat subject, I think?—Yes; I lived for a long

me on the Continent.

2798. What is their system; are the schools atirely supported at the expense of the State? I cannot answer any financial questions upon hat point, but I think you will find the whole of hat stated in Mr. Dyce's Report, which was hid before Parliament; the whole subject was one into most admirably. 0.53.

2799. You only speak of the general effect?— I only speak of the general effect.

2800. Do you consider that that is superior to what it is in our own schools here?-Yes, and I attribute that to the promotion of art among the the people for so long a period, and the tradition of art amongst them.

2801. Your principal objection now is to the alteration of the payment of masters ?-I certainly do object. I am independent of that now; therefore I have no personal object in finding fault

2802. You think that a master with a fixed salary would have a greater interest in the advancement of his pupils, and would be better able to give an education adapted to the wants of the locality, than if the same system is applied to all indiscriminately?—Yes, I am satisfied of that; that is my opinion.

2803. Mr. Adderley.] With regard to those drawings which you have produced, what is the distinct difference between the process of teaching upon that plan and the usual process of the Department?—The process of training skill of hand would be precisely the same; but the examples would be somewhat different and more interesting to the pupil.

2804. I presume that in every school they begin with natural forms and proceed to the application of those forms to works of art?-They reach that stage gradually, but you see that, in some cases, I do it at once from the very first lesson.

2805. I understand that your improvement is to begin at what now is the second stage?— Exactly; three or four stages are included in this one sheet.

2806. You stated, did you not, that you adopted this system some years ago in your school?—No, I did not say so.

2807. How long have you had this system in hand?—I have been working at it for a good while in the hope that it might perhaps be acceptable to the Department.

2808. I thought you stated that you had been

teaching upon this system for 27 years?—No. 2809. How long have you had this plan of drawing developed?—I have been making these drawings for the last two or three years in the evenings, if I was not otherwise occupied.

2810. There would be no objection to your recommending, as an agent of the Department, if you were so still, the introduction of such drawings to the Department?—No objection

2811. Therefore there is nothing in the present system of the Department which would in any way obstruct the introduction of the improved method?—Certainly not, if the Department thought it valuable; it is not for me to say whether they would do so or not.

2812. There are about 80 or 90 Schools of Art

now, are there not?—I believe so.

2813. You think 20 would be sufficient?-I would limit, as I said, the Schools of Industrial Art to the great centres of manufacture.

2814. I think your general calculation is, that there are about four times more than there need be at present?—Yes, I think so; keeping in view the original idea of Parliament.

2815. That is upon the basis which you stated of the calculation of 20 being sufficient?—Yes.

2816. Out of the 80 or 90 now existing, should you suppose there are as many as 60 which are exceptional to the original plan, in the way of not being in manufacturing centres?-So far as

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the original plan was concerned, there can be no doubt whatever that it was contemplated to confine the schools to seats of manufacture.

2817. According to your view, there must be at least 60 schools now in places which are not the seats of manufacture?—I suppose that is the case: I have not made an exact calculation.

2818. Pupils in those schools which are not in manufacturing seats, may go to seats of manufacture and make use of the art they have ac-

quired, may they not?—Certainly.

2819. And there is no reason to suppose that Manchester pupils alone can be useful in producing designs for Manchester, is there?—That question involves a difficulty. I do not think that pupils from other places, not seats of manufacture, will find occupation in designing for manufactures which require technical knowledge, unless they possess the technical knowledge acquired in an apprenticeship in the workshop. In the towns which are not manufacturing towns, they cannot acquire that; and consequently for many branches of manufacture they would not obtain any employment whatever.

2820. What is the length of the study of a pupil in a School of Art upon the average, should you say?—On the whole, I am sorry to say, that it has been calculated very low; it has been calculated at six months over the whole body of students; for some pupils stay a month, some two months, some three months, others for

2821. It is quite impossible, of course, for a pupil to go through the entire course for the study of art in six months?-Yes, if they all attended only six months we should be very badly off indeed.

2822. How much of the course do you think would be confined to the study of art specially applicable to a seat of manufacture, and what portion of the course do you believe would be applicable to all the schools equally?—As I have endeavoured to show by these drawings, I am desirous to teach a knowledge of ornamental art, keeping in view, even in the first instance, the manufacture of the place for reasons which I have endeavoured already to explain.

2823. Surely at the first outset of the course you would not keep in view the special manufacture of the place, would you?-I would do as

shown in these drawings.

2824. Your first study is the study of natural forms, is it not ?- No, ornamental forms first.

2825. Surely you go to the natural forms first; you would not begin with the Corinthian capital and go back to the vine-leaf, would you?-We have in the first place, to teach the elements of drawing.

2826. I want to know whether they are elements applied or natural?—Applied.

· 2827. So that you would begin with the Corinthian capital and go back to the vine-leaf?—I should not begin with the Corinthian capital.

2828. I ask, whether the first part of every course of study is not the study of natural forms, applicable to all art?—It has not been the practice to make it so in teaching ornament; but I begin with forms, in the first place, drawn either from the applied or the natural forms; observe the simplicity of these elementary forms, some I have drawn from ornament, some from nature.

2829. You laid down this principle, did you not, that the commencement of the study of art must have particular reference to the place in which the school was held?-I did; there is an

example suitable for a pattern drawer (producing a drawing); it is an elementary drawing base upon natural form, arranged quite symmetrically however, and not as the leaf grows in Nature which is not quite symmetrical; inasmuch as the object is to endeavour to enable the student to draw symmetrically with taste, and truthfully All the early examples are necessarily symmetric cal, and therefore can hardly be said to be about lutely natural.

2830. Do you think that the earliest examples should be different, in Manchester, Birmingham and Glasgow, for instance ?-Yes, I have made

2831. Even though they are natural leave. and forms of flowers ?-Yes, because the applica tion of ornamental art is different in the different places; I may fail to explain my meaning so clearly to you as I wish; but I personally appres ciate the different methods of dealing with orna, ment according to its application; my object is in meet an expressed want and cases of short attend

2832. If the commencement of each course of study were special to each locality, how would you have a central drawing school for teachers London?—That may appear to be a very great difficulty, but if you make your masters good ornamentists in London, before you send them to the locality; if they are intelligent well educated men, they will immediately devote their attention to the wants of that locality, and inform them selves well regarding them and adapt their teaching to those wants; I know that that is possible.

2833. It must take them some time so to inform themselves of the wants of the locality as to adapt their teaching to those wants, must it not -It may, but it would be a part of their duty.

2834. The general teaching in the central training school would not adapt them for giving special instruction, would it?-No, it takes some time to acquire an acquaintance with the different manufacture tures, they would not be acquainted with them a first; but the training in the central school would prepare them for such application of their knowledge and ability.

2835. Would the whole of your system be comprised in this, a model school at Kensington

for training teachers?—Yes.

2836. And inspector to go round to the provincial schools?—Yes, and promoting throughout the country a knowledge of ornamental art.

2837. That would comprise the whole business of the Department, according to your view?—Ye, nearly so.

2838. You propose no prizes or examinations of pupils in detail on the part of the Department -- I did not say a word about examinations; I would have examinations.

2839. You would have examinations of pupily by the Government inspectors?—Yes, but would make the examination somewhat different

from the present system.

2840. How would you alter the present system of examinations?—I would make them examinations almost exclusively into the student's knowledge of ornament, not a mere drawing examination; I would give him a blank form which I would require him to fill up in a given time with a design, not a mere drawing.

2841. You would try to test his knowledge of the theory?-Yes, I would try to test his practical knowledge of ornament; I do not think it is worth while to examine him on drawing merely

power of drawing being seen in his school

udies. What conditions, according to your plan, ald you attach to the receipt of grants by any ality?—In the first place, that the different titutions carried out faithfully the complete stem of instruction suitable to their locality, egeneral principles being laid down by the Dertment, and maintained as hitherto, otherwise ere might be great danger in different localities a loose system of teaching taking the place of e present system, which I consider a good one. 2843. Would you not fall into exactly the ne routine which you deprecate, if the Central epartment was always to be the judge of what epartment was always to be the judge of what is fit for each locality?—The Central Departent would not be the judge of what was fit for e locality; it would lay down, as it has done therto, a system applicable to all. It is very tholic in that system. If you look over the t of classes and stages you will see that alest everything has been thought of by the Dertment, which would be useful in the different hools, but I would leave it to the master apply that general system to the local wants. 2844. The judgment of the Central Depart-

2844. The judgment of the Central Department towards each locality must be uniform, must not?—It would be according to the excellence

the works produced.

2845. It would all be decided according to the judgment of one judge in the centre?—It would be judged of in the centre, but not by one judge. 2846. Who then would be the judges?—I would call in the aid of artists of distinction; one architect, one sculptor, one painter, and certainly either one or two manufacturers.

2847. One of each kind?—Yes, I would have

of e of each kind.

2848. Still you do not escape from the uniformity of judgment which is to measure all the shools throughout the kingdom?—You would have a greater freedom of action upon the part of the masters. And an artist of properly constituted mind who might be judging, would see that the style of drawing was different in one school from the other, but that would not prevent his judging, if he was a good judge of art, whether it was advantageous that that should be maintained. You have, in high art, the style of Titian, of Raffaelle, and of Guilio Romano, if I may compare small things to great.

may compare small things to great.

2849. Still you do not get out of the controlling judgment of one man upon the whole?—

No, I cannot get out of that, I do not wish to get out of it where it is really useful, but I think he might so exercise his judgment as not to

force the schools into a routine.

2850. Why should the ideal man be more elastic than the real man who is now at the head of it?—My chief objection is to fixing the examples, and so compelling the students to use the same examples throughout the whole of the schools. At the same time I would insist upon works as laborious and excellent as anything now obtained, and better if possible. I trust that from year to year they will become better and better, and I think that if more liberty was given to the masters that would be the result.

2851. Do you propose, that upon the simple report of an inspector that any school is unsuccessfully conducted, the grant should cease?—The inspector, according to my idea, should not an artist at all. The central authority, if it had reason to think a school unsuccessful, should immediately require that examples of what was 0.53.

doing at the school should be sent to London to be judged by competent persons.

2852. Then you would have an appeal from the inspector to the Department?—Distinctly.

2853. Supposing that, on that appeal, the Department confirmed the inspector's judgment, upon that the grant would cease, I suppose?—No; the master would be dismissed.

2854. And another master would be sent down?

-Yes.

2855. What would become of all those dismissed masters?—I do not know.

2856. Would they be transferred to other localities?—If a master was found to be unfit, I

cannot say what should become of him.

2857. Upon one adverse report of an inspector, confirmed by the Department, the master would be dismissed, according to your view? — That would be too hard a measure; I should suppose that in every case the master would be advised for a certain time before so severe a measure would be had recourse to: that would always be necessary, fair and reasonable.

2858. How would he be judged; by the work of his pupils?—Yes; by the work of his pupils; the

productions of his school.

2859. Do you suppose that his inability to get up any number of pupils would be considered

condemnatory of a master?—I think so.

2860. So that if in any particular place he could not get a sufficient number of pupils, that would be considered condemnatory of his success as a master?—I think so, if he could not surround himself with pupils.

2861. Your proposal of fixed salaries supposes the masters to continue as the agents of the Central Department, not of the local committees, does not it?—Yes; in the first place as the agents of the Central Department, and as the missionaries

of art throughout the country.

2862. It would be impossible for the Government to continue fixed salaries to masters if the masters were the agents of the local committees, would it now?—There might be a combined action, I think, between the central authorities and the local committees; supposing that the local committees paid a fair share of the expenses of the schools by subscription and otherwise, there would be a combined action between them and the Department; there was no practical difficulty found in former times; the master ought to be working in perfect harmony with his committee, and yet carrying out the instructions of the central authority; and the committee would recognise the value of those instructions.

2863. I understood you to state that the manufacturers and designers in Glasgow highly appreciate the result of the school there?—They do.

2864. And that many of the masters employ only pupils instructed in those schools?—I will not say that they employ these only, but many prefer them, because they are more useful.

2865. And yet those employers do not subscribe?—I am sorry to say they have not subscribed of late years; they have not been asked

to subscribe.

2866. Taking that fact, together with the fact that the travelling Museum was not even thought worth visiting, should you say that the result of the School of Art has not amounted to the development of any great love of art in Glasgow, at any rate?—I cannot say that, amongst the general population of so vast a city as Glasgow, the School of Art has made so great an impression as to develope the general taste. I have exercised

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some influence myself, as head master of that school, in promoting art in Glasgow, and I consider that to be one of the great duties of the head master of a school; I took a part in promoting the acquisition of the collection of pictures, to which I have adverted, so far as it was in my power to do so, and I have been permitted to aid in guiding, if I may say so, the Glasgow people in the immense decoration which has gone on in their cathedral; the whole practical working of details has been carried on under my superintendence as secretary; of course under the direction of the committee of subscribers, and that work of art is now nearly completed; we have expended from 14,000 l. to 15,000 l., derived in a great measure from local resources; I beg to say, in explanation, that I have adverted to the gallery and the cathedral as instances of the liberality of the people of Glasgow in matters of art in the first place; and, secondly, in explanation of my view of what a master of a School of Art may properly undertake to promote.

2867. What encouragement do you give us to expect, that, even if the Department paid the salaries of the masters, the people of Glasgow would support the other expenses of the school? -I am not able, of course, to say under the pre-

sent aspect of affairs.

2868. Is it your impression that they would do so?—It is my impression that they would; but I cannot say more than that.

2869. How is the actual interest of the debt now paid?—Out of the fees; but we are going

steadily to leeward.

2870. Mr. Crum-Ewing. You are not very hard pressed to pay the interest, are you?-No;

we are not hard pressed.

2871. Chairman. Do I rightly understand you to state, that you approve of the arrangement by which the studies of the schools are divided into a certain number of stages by the Department?-Yes, very much indeed; I think it is

2872. But you think that some of those stages are more important in particular places than others?—They are so; they are evidently intended to embrace those particular places.

2873. Did I understand you to state, that you think it would be desirable that the master in each public school should have some latitude as to what stages he will more particularly direct attention to ?-Yes: unquestionably

2874. And that in those stages he shall also have some latitude as to the examples which he

should set the students to copy?—Yes.

2875. Then, I understand you to say, that you think it would be the best principle that the Department should have confidence in the master, and pay him by salary, at the same time maintaining a system of inspection in order to assure themselves that he is doing good work, and making his pupils do good work, in the stages prescribed by the Department, but not necessarily according to a set number of examples?-Quite so.

2876. You mentioned, just now, that you had been superannuated against the wish of the local

committee of Glasgow?—Yes.

2877. Upon what grounds were you superannuated ?—I do not know.

2878. Was any reason given for your being superannuated?-I do not say that it was against my wish. The committee received a notice that I was to be superannuated.

2879. When was that notice sent?—I think it

must have been sent somewhere about

2880. What reason was given for that? reason was printed; it was stated that, to assin late the practice generally, throughout the school and the modes of payment, and for reasons economy, it was to be done; I have not got paper before me, but those were the principal heads. It was intended to do away with the masters who had been paid fixed salaries, to give them retiring allowances.

2881. You understood that you were super annuated, not upon grounds peculiar to yourse but in order to facilitate the introduction of new system of payment upon results? - Y

entirely so.

2882. Mr. Ewart.] How are the judges or the jury constituted at the present time, who amine and decide upon the merits of the drawin sent up from the provincial schools, with respect to the teaching of the master? - So far as Ikno Sir Charles Eastlake, Mr. Maclise and Mr. R. grave are the judges, and excellent judges Ithin they are.

2883. Mr. Tite. At what period of the education of the pupil would you suggest adoption of those examples which you have duced?—From the first day he enters the scho adapting them of course to his capacity,

2884. A man must draw very well before could do this, must be not (pointing to one of drawings)?—We very soon get them to do the

sometimes in a few days.

2885. What is the system adopted in the early lessons? - That is the system shown in the drawings; these abstract forms, or similar one are placed before them, being simple curves balanced forms; they are taught very carefully draw from those; it is wonderful how rapid they learn; I ought to say, that, in my opinio our students generally, more particularly of the artisan class, show a very great aptitude for a in this country; they come from the worksho they come from the forge, and elsewhere, and down in our school and draw for two hours night after a hard day's labour, and draw with elegance, a taste and sentiment, which is more admirable.

2886. What do they draw from ?-- They draw from numerous examples, provided by the lat Council and by the Department.

2887. Of natural or ornamental forms?-0

ornamental forms in the first place.

2888. What is to hinder the master himsel when a youth has learned, either on paper slate, to imitate tolerably accurately the example prescribed, from teaching that youth by the mod you suggest?—There is nothing to hinder him.

2889. You may do it under the present system -Yes, I think so; at least, I hope it would meet

with no disapprobation.

2890. Chairman.] You would not be paid in works executed from such drawings as you have shown us?-No, certainly not.

2891. Mr. Ewart. That plan of teaching by not been adopted yet, as I understand?-No.

2892. Mr. Tite.] It might be the feeling another master to teach in another way, might not?-Yes.

2893. This is your notion of the way to teach? -Yes.

2894. There is nothing to hinder the master from following out that course if they thought fit in the teaching of an artisan, who came school in the evening?-Nothing; but I should

to lay it before the Department, first, to asto my thether they had any objection.

895. That would be quite respectful and

Certainly.

Sol. At the same time, what is shown here of ivy leaf drawn from nature would require y good drawing, would it not?—It would be time before the student would reach that, as

a somewhat difficult example.
897. I apprehend that it would want a very livated eye and skilful hand to imitate many hose drawings?—There are many pupils who he course of four or five months would be able

to the most difficult of these. 898. Any one of them?—Yes; a clever lent could copy any of them accurately in that e. As I said, there is a very great aptitude for drawing on the part of our people generally.

899. Does that apply to people who are anght in the national schools upon slates?—No; am thinking exclusively of Schools of Art

ere people come with a serious motive.
900. With regard to the Cathedral at Glasthat has been an architectural restoration, in ich great attention has been paid to ornamental ss, has it not?—It is the painted glass that I

have alluded to exclusively.

901. Who pays for that?—The subscribers. 2902. What will Government pay for that?-There has been no vote whatever for the painted ss, except one window; and 800 l. was the ount.

2903. Then the large vote we have had occaally from year to year has been for the retoration of the building?—Yes, for the restoration of the building, which is the property of the Crown.

2904. Has the art decoration been confined to the glass, or have they coloured anything else?— It has been confined simply to the glass, so far as colour is concerned.

2905. That you have given your attention to?

Yes, for the last seven years.

2906. Where has the glass been done?—At

2907. Mr. Potter.] May we conclude that the tendency of your evidence has been that it would be better for us to teach profitable tradeart in Schools of Design than to maintain Schools of Art properly so called?-I have endeavoured to explain that in deference to the wishes of the people who come to us; I would, in the first place, make the studies applicable as much as possible to their occupations in the manner which have endeavoured to show you, because so many of them remain so short a time that I wish to make the teaching as profitable to them as possible, but if circumstances permit them to remain for a lengthened time, I would go on elevating their education up to any point which I could possibly attain to.

2908. According to your present opinions, you would devote the grants mainly to that purpose?

 $\cdot Yes.$

2909. Mr. Ewart.] You would teach all the pupils from the very first lessons with a view to the ultimate occupations to which their trade may

carry them ?-Yes.

2910. When you say that wonderful aptitude is exhibited by our artisans, do you speak of that aptitude as compared with that of foreign artisans, or merely generally?—Merely generally; there is no reason why our people should not excel as much as any people in the world.

Mr. ALEXANDER MACDONALD, was called in; and Examined.

2911. Chairman.] ARE you one of the Gentlemen who belong to the class of Masters in trainat South Kensington?—I am.

2912. How long have you attended to that class?—I have been in the training class for five

2913. Are you expecting an appointment from it -I have less hopes now than ever, but during whole of those five years until lately, I have had an expectation of receiving an appointment

under the Department. 2914. What were the expectations upon which you joined that class?—In the local school in which I had my primary training, the head master was in the receipt of 101. a-year upon each of three certificates that he held; he informed me that by placing myself at the disposal of the Deportment of Science and Art, I might obtain a sination as the master of a School of Art, and eive payments upon any certificates that I might be successful in taking in London; that in order to fit me for that position, I should receive a good art education, and to enable me to take that at education, I should receive, while in the trainclass, an allowance that would assist at least n maintaining me.

2915. At what School of Art were you originally educated?—The Dundee School of Art. 2916. In consequence of those representations

you come up to London?—I did. 2917. Were you a free student?—I was a free dent in the Dundee School.

2918. Upon what terms were you admitted into 0.53.

the training class at South Kensington?-Upon 11. a week; I may say that I submitted all the works for the first group, or certificate of a master, and passed all the examinations with the exception of one subject.

2919. Has your allowance of 11. a week been continued since, or has it been in any way altered?—I had the allowance of 11. a week for three years, and since that time I have received 25 s. a week.

2920. Are you now receiving 25s. a week?-

2921. Are you doing any work for the Department?-Not at present; at least I am engaged in preparing a figure for the decoration of the Museum; that has been put into my hands by the I do not know exactly whether it head master. is to be considered as Departmental work, or work from the head master.

2922. Have you been engaged in any teaching work for the Department?—Yes; all the time until the beginning of this session; until the beginning of March.

2923. Where have you been employed?—In the first place, in parochial schools; then, during a certain amount of time, in the Central School.

2924. In what capacity were you employed in the Central School?—As a pupil teacher in two rooms; first as pupil teacher in the architectual room, and then as pupil teacher in the elementary room.

2925. Why has that employment been put an end to?-I do not know, unless I may consi-TT 4

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2926. Are you now a candidate for an appointment to a school?—I hold myself at the service of the Department for any appointment that they

may offer me.

2927. Do you consider that you are entitled to continue receiving 25 s. a-week until such an

appointment offers?-Most decidedly.

2928. Are you at all aware what payments were made to the Department upon the part of the parochial schools that you taught?—I believe that 5 l. a-year is the sum demanded by the Department.

2929. How many schools did you teach in?—

Three parochial schools.

2930. How many times had you to attend in the week?—Once; one hour a-week.

2931. In each of them?—Yes; in each.

2932. That is to say, you had to give three hours a-week for teaching in parochial schools for the department?—Yes; and the time occupied in travelling was about four hours; so that it took the whole of the working time of one day.

2933. What schools did you teach in; where were they?—I had not the same parochial schools during the whole time that I was teaching. I had several changes; the last schools that I taught in were Birkbeck School at Bethnal-green, a parochial school at Bow, and in the British and Foreign Schools in the Borough-road.

2934. If you spent three hours a week in teaching in those schools; how else did you spend your time?—In working for the certifi-

cates

2935. What number of students are there in the training class at present?—I believe there are 24 or 25.

2936. Do you consider that the new Minutes have at all affected your position?—I consider that the new Minutes have removed all the inducements, and have removed the objects for which we considered that we were working more especially, and for which we sacrificed our time.

2937. What was that?—The certificate money

mainly.

2938. But it is still open to you to get appointments to schools, is it not?—Yes; but from the evidence that has been given before this Committee, I believe that there is less chance than ever of doing so.

2939. Why?—I heard that it was stated that after the men were trained, they were left to

find employments for themselves.

2940. Do you consider that the training which you have received from the Department makes you more competent to undertake the teaching of a school?—Yes, the teaching of a school upon the Departmental system.

2941. Would it render you more competent to undertake the teaching of drawing upon any other system?—Yes, it has rendered me more competent, decidedly, but would not render me

more successful.

2942. How do you distinguish between your being more competent and your being more successful?—The Departmental course is, to a certain extent, less interesting than the course usually given by teachers of drawing, especially private teachers of drawing; it wants something like the sanction of, or a connection with, Government, to make people care to follow that course.

2943. Do you consider that if you were to set up as a private teacher in any town, would be better qualified to teach in consequence of the instruction which you have received the Department?—I should be better qualified than I was when I began, but so well qualified than I might have been had spent my time in another way.

2944. Do you find that the students in training class have as good a use of the muse at South Kensington as would be desirable. The course of study required of them is 804 ranged, that the opportunities which they have studying the museum are comparatively for compared with what, I think, they ought to be

2945. Did you sign a memorial on the subsoft the hours being inconvenient for the use the museum?—I put my name to a declarate to the effect that the museum and the collection and the library, were not of that importance our studies, or of that use to us, that they we

stated to be.

2946. In what way do you think they col be made more useful?—I think the course instruction might be such as to require our voting a considerable portion of our time study in the museum; at present on only one two occasions during the five years that I h been in training, has it been absolutely neces sary, in the proper discharge of my duties, in following the proper course of instruction, study in the museum. One of those occasion was in the preparing for an examination historic ornament; and the other was when was making a sheet of specimens in history styles. During the rest of the time I has devoted a good deal of my own spare time to when I could make it convenient to do so; h I might have followed the course, and been qui as successful as I have been without having do

2947. How many certificates have you takes

—Five.

2948. And how many remain that you mightake?—Two.

2949. How long would it take you to go those two certificates?—I could scarcely so if the existing state of things continues I mid reasonably expect to take them in one year 18 months.

2950. Supposing you to take the whole those certificates, would you still continue student in the training class, supposing no scholar bad been offered to you?—I should think so.

2951. What would you be doing there all having taken those certificates?—I should following the study of the higher stages,

figure, and so on.

2952. How long have any of the senior statements been in the school; are there any whave been there longer than yourself?—Some have been six years; I believe some have been longer than six years in connection with the school, but I do not know exactly in what capacity they have been there for the whole time.

a man spends in that class before getting school?—The time has continually varied; for or five years ago, and shortly after the formation of the Department, I believe the appointment were very numerous, and the demand for master was greater almost than they could supply. I late years, the appointments have been very five and far between, and of a very wretched kind when they did take place. For instance, one

most recent appointments was that of a master ding four certificates to the school at Spital-His income under the old arrangements, when supplemented by certificate money, ould have been about 75 l.; under the new, it is lout 48 l. per annum. The annual expenses of that school far exceed the receipts, and the committee have resolved to close the school unless ne improvement takes place.

2954. When a master has been appointed to one of the existing schools, I suppose he is flely to remain for a considerable time in that hool, is he not?—I should imagine that he uld be likely to remain there all his life if he

formed his duties.

2955. Then, when all the existing schools have n filled up, vacancies can only occur very mely, except on the formation of any new school, I suppose?—Just so, or on the death of a master or his removal by any other means.

2956. Will not that circumstance in itself sufficiently account for the masters being apnted rather so slowly generally from the ning class?—Yes; but I think, in addition to that, the Department has shown a want of erest in the establishment of Schools of Art

957. Is it your opinion that the masters in the ning class have a right to expect that the Department will stimulate the establishment of new schools, for the sake of providing places for the meters in the training class?—Yes, they do so in

the case of the science schools.

958. In what way do they do that?—I believe tlemen in connection with the Department trivel in the country, giving popular lectures on science, and in other ways they stimulate the various localities to establish schools of science.
2959. But you think that there is not the same

in erest shown in the establishment of Schools of ?—Certainly not; there is scarcely sufficient merest shown in the existing Schools of Art to

keep them alive.

960. Mr. Lowe.] Are you not aware that the Department has nothing to do with the establishmont of schools of science at all?-I know very little of schools of science; in fact, I have only rd it stated that Mr. Buckmaster is in the halit of delivering lectures on scientific subjects,

1961. You do not know whether the Department has anything to do with the establishment of schools of science or not, as I understand?—No, I do not know whether or not the Department

establishes these schools.

962. You say that you do not get the full benefit from the collections and library; the museun is open, is it not, from 10 o'clock in the morning till 10 o'clock at night three days in the we's, and from 10 till 7 o'clock on the three other days?—From 10 to 10 three days, and from 10 ill 4 on the three other days; in the summer time I believe it is from 10 till 6.

63. I suppose it is not the quantity of hours the museum is open that you complain of?— Three of those days are called students' days, and they are supposed to be devoted to the use of ents; the three other days are free days upon th they are open to the public; upon those , of course, it can scarcely be expected that tudents can work with any comfort when the

um is full. 64. What is the nature of your complaint; that the public are admitted at all?—I bethe statement was not a complaint at all, it was merely prepared in contradiction to another statement that we were required in the course of our studies to apply ourselves to a knowledge of the subjects in the museum.

2965. Where is that statement to be found?—In Mr. Cole's and Mr. Redgrave's evidence.

2966. Before this Committee?-Yes.

2967. A counter statement has been drawn up by some students in the school, has it?-Yes; by all, with one exception.

2968. What was done with that statement? think it has been handed in to this Com-

mittee.

2969. No statement of the kind has ever been made to the heads of the Department, has it?-No; but we considered it due to ourselves that this Committee should not be misled as to the nature of our studies.

2970. You said you had been five years in

training?—Yes.

2971. For three of those years you received an allowance of 1 l. a-week, and for two years 25 s. per week, making altogether 270 l., as I calculate it; and you received your instruction also gratuitously for those years, did you not?-

2972. That is worth 15 l. a-year to you, is it not?-Eight pounds I should call it, as, for that fee, general students can have all the advantages of the training class.

2973. That would make upwards of 300 l. spent

upon you?-Yes.

2974. Do you adhere to your statement that the Department is bound to go on paying you 25 s. a-week until it can find you a school?-I consider that I have a right to that.

2975. Upon what do you found that right?-Upon the agreement between myself and the De-

partment.

2976. Will you be so good as to refer me to that agreement?—It has no written existence; but it can be gathered from the promises of the Department as recorded in their minutes.

2977. Will you point out any minute of the Department which promises to give you 25 s., or any other sum per week, until you get a school? -I will look in the Directory for those passages to which I refer; this Directory is for 1863, and contains the new minutes.

2978. I suppose there is no such minute, is there?—Not in this book.

2979. Have you ever seen such a minute?have seen no minute to the exact effect that I should receive 1 l. 5 s. a-week; but it is stated in the minutes that maintenance allowance will be made to pupils entering the training class; that payments will be made, varying from 5 s. to 1 l. 10 s. a-week, upon the condition of fulfilling their duties.

2980. It is not stated that they have liberty to remain all their lives in the training class, or until they get a school, is it?—It is stated, or given to be understood, that they shall be recommended to Schools of Art for masterships.

2981. Will you have the kindness to read this passage at page 71 of the Minutes of 1863, which has been part of the Minutes of the Department for 10 years?--" It must, however, be distinctly remembered, that at the termination of the allowance, the Department in no degree undertakes to provide or obtain employment, as

teachers, for the students so trained."
2982. You stated, in your evidence, that they undertook to provide you with a situation as a teacher; do you adhere now to that statement?

-I think

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Mr. A. Macdonald. 2 May 1864. —I think I stated that we held that impression; that it was our belief that the Department made that engagement. The paragraph I have read is not to be found in the Directory for 1858, which was the latest I could consult before joining the training class.

2983. It was not founded upon that minute, I apprehend, was it; can you show me upon what it was founded?—I find no reference to such a clause in this copy of the minutes.

2984. I suppose, if you do not found it upon any particular minutes, you found it upon the general justice of the case; you have been taught a branch of industry, have you not?-I have received an education which fits me for a special purpose; I have devoted five years of my life to the acquirement of that education; during that time I have received an allowance on an average of 22 s. a-week; in any other situation I might reasonably have expected to make at least three or four times as much, so that it is tolerably clear that I have been under the impression that I had a reasonable prospect of obtaining a situation from the Department, otherwise I should not have sacrificed that amount of my time at that rate of remuneration.

2985. Are you aware that there are 80 Schools of Art, and that the Department cannot make vacancies in them?—I was not aware of the number of Schools of Art when I entered the training class.

2986. You might have been, I suppose?—Yes,

I might have found out, I suppose

2987. They are more numerous now, are they

not?—They are.

2988. Your chances of a vacancy improve in proportion to the number of schools, I suppose?

—As soon as the schools were established they were filled.

2989. Would you have had them wait until you were ready to take them?—In many cases the schools have been created and filled at once from the training class.

2990. Are you not aware that the Department does not appoint the masters to those schools at all, but that they are appointed by the local committee of managers?—I am aware that the Department has stated so, but they do appoint them

virtually. 2991. How do you prove that ?-I have a letter here from the master of the Dundee School of Art, in which he refers to his appointment. In the first place, the committee made an application to the Department for a master, and they supplied a Mr. Croome. The master says, "He disagreed with the committee on the subject of paying a retiring pension to the old drawing-master out of the fees, and left, the committee paying his expenses, which, with the cost of casts, &c., about exhausted their funds; they subsequently advertised for a drawing-master without requiring a certificated teacher; they were unable to obtain any competent person, although they offered the whole of the fees, without deductions of any kind, as the class had not exceeded 30 for some years, and the income was under 701.; the advertisement was well known in the class at Marlborough House, in which I then was, and I think some of the students answered it, but on learning the particulars did not think the appointment worth applying for. About the end of 1855, or the beginning of 1856, the committee applied, for the second time, to the Department, and I was recommended, the terms being half the fees of the Central School, and the whole of those of the

public schools. I had the following objections the appointment: first, I had been little month than 12 months in the training school."

2992. What is the bearing of those objection upon the subject which this Committee has under consideration?—It is to prove the fact of h having no choice in the acceptance of this school After due consideration, I wrote a letter to the Dundee committee declining to accept work terms than those of their advertisement, and we to show Mr. Cole the letter before sending He was very angry with me, and spoke harsh and rudely, as I thought; the substance of h observations was, that it showed great audage in a young untried person, in my subording position, to write in such terms to gentlemen standing, such as those who composed the Dund committee. Mr. Redgrave, and, I think, Bowler, came in while we were speaking, said a few words kindly and politely to me. The all urged me to go to Dundee at once, althou I represented that it was unworthy of the partment to send their certificated art-master less favourable terms than those offered by pub advertisement to private drawing-masters; the said that the Department was a new instin tion, that the public had not yet found out t superiority of their trained teachers, and the I had better see the committee and make the best terms I could for myself. Finally, 1 Cole said that, if I sent the letter, the Depart ment would have no more to do with me, a told me to decide either to go to Dundee or leave the training-school."

2993. Does that prove that the Department appoints to those situations?—I take it that shows that Mr. Kennedy had very little to with his own appointment.

2994. My question is, does that prove that Department appoints to these situations?—Vi

2995. Does not it prove that if a master refus a situation which the Department thinks of ficiently good he will not continue in the training class, and not that the Department appoints those situations?—It proves that the master in no choice as to accepting a situation which to Department offers him; it amounts to a commufor him to take it.

2996. It proves that if a master refuses to a cept what the Department consider a sufficient offer, the Department will not continue him interaining-class at the same cost; but does not be letter itself prove that the Committee appoints the master in that case, and not the Department—I do not think so.

2997. The long and short of it, as I understait, is this: you have been taught a profession more than 300 l. of public money has been apended upon you, and, in consideration of the facts, you claim to be maintained by the public the rest of your life in the training-class, if you choose to stay there?—I consider that I is done quite work enough for the 300 l. that I is received.

2998. Mr. Potter. You consider that you

been deceived, in point of fact?—Certainly.
2999. There may have been an error in propinion, but you have been misled; that is provided in the class did not look into the minutes, and endeavour find any quibble or loophole by which the partment might get out of the engagement considered that there was a fair offer to mel place myself at their service, and undergo

ourse of training, and accept the duties they had

give me while in training.
3000. Do you consider that the Department we produced an over supply of masters now?— Yes, I think there is an over supply now; I do not believe that there will be situations for all e men in the training-class.

e men in 3001. You do not see any reasonable chance of thing an appointment yourself, at a fair re-

merative salary?—Not for some time.

3002. Mr. Arthur Mills. I find in one of the Minutes these words: "Students, when they have tained the first certificate, are eligible to comte for weekly allowances according to their proess in the school, and the certificates obtained 5s., 10s., 15s., 20s., or 25s., in return for hich they have to perform certain duties as tachers, and must engage to accept the situations to which they are recommended;" was it that mute which you alluded to as one of the nutes upon which you relied?—I have not seen e Directory of 1863; the minutes are entirely The statement was, that the allowres varied from 5 s. to 30 s., and there was no dition as to our having obtained the first cer-

3003. With regard to competing for weekly allowances, how many years do you say you have hen in the training-school?—Five years

3004. Did you compete for the weekly allowre?—I may consider that I competed for the allowance when I sent up the works for the first crificate from the Dundee School of Art. I s told by the master of the school in which I st died, and I found it corroborated in the minutes, that if I submitted works which showed art-power, or ability of a certain degree, the Dertment would consider my claim to be admitted the training-class. I submitted the works remed for the first certificate, and was, in conseence, requested to present myself for examinan. I passed the examination successfully, and was immediately put upon the 20 s. list.

8005. Do I understand that you were upon at you call the 20 s. list for three years?-

3006. Mr. Lowe.] And then upon the 25 s. lie for two years?—Yes.

3007. Mr. *Trefusis*.] How many years out of five during which you have been in the Cole were you engaged in parochial teaching? e first 18 months.

3008. At three schools?—Yes, at three schools. 3009. Schools paying 5 l. a-year?—Yes.

010. Have you done any other work for the Department?—I have been pupil-teacher in two different rooms; in the Architectural Room, and the Elementary Room.

1011. Have you given any lectures?—I have en lectures on geometry and perspective for

the last two years.

3012. How many lectures have you given?-One lecture a-week.

3013. Upon one subject?—Yes. The first year, I think, the lecture was upon one subject one week, and the other the next. The last year in which I delivered those lectures the two hours were divided, the first being devoted to geometry, and the second to perspective.

3014. Have you received anything for those lectures?-Nothing beyond my weekly allow-

3015. Mr. Lowe.] What was the date of the letter you read from the master of the Dundee school?—The 29th of April 1864.

3016. Are you aware what that gentleman's income was in 1863 from his school?—I have no means of knowing exactly; I believe he has been receiving from 300 l. to 400 l. a-year.

3017. I find, in the Report of the Department of Science and Art of 1863, that the total amount of fees in the Dundee School last year was 464 l. 17 s. 4 d., and there is no other master in the school?—Possibly.

3018. Then he does not appear to have been much injured by being made to go to Dundee in the manner he relates in his letter?—Certainly

3019. Does he complain in that letter that he is badly off now?—This is his complaint: "The new code is telling very severely against the Department's system; it has reduced the number of poor children taught here, as reported by the inspector on the 19th instant, from 2,595 in 1863 to 1,877 in 1864, and there is every prospect of the decrease continuing. The advanced artisan class is reduced from 20 or 30 to four or five on account of the withdrawal of prize studentships; hence the number of works at the last competition for medals was only about one-third of that in former years. The increase of work in keeping registers and books makes it necessary to employ a clerk. The payment on results places the master at the mercy of the students: e. g., the best of my science class, for whom I expected to get 3 l. or 4 l., refuses, from some pique or caprice, to attend the examination; I cannot therefore get the money which I have earned by teaching him. This is by no means a solitary instance; the prizes being now all but abolished, the students do not care to go in for examination, and the master loses the fruit of his labour. Teachers and pupil teachers have become so indifferent about drawing that their fees and bonuses for passing, formerly an important source of income, are diminished to little or nothing. Finally, the total amount of Government aid is becoming so small that, unless there is some improvement made, we will shortly give up the Government system, poor schools, artisan classes, and all the rest of it, remaining with the remunerative day-classes and unfettered with red tape."

Mr A. Macdonald.

> 2 May 1864.

Jovis, 5° die Maii, 1864.

MEMBERS PRESENT:

Mr. Adderley.
Mr. Bazley.
Mr. Bruce.
Mr. Cave.
Mr. Edward Egerton.
Mr. Crum Ewing.

Mr. Gregson.

Mr. Lowe.
Mr. Maguire.
Mr. Arthur Mills.
Sir Stafford Northcote.
Mr. Potter.
Mr. Salt.
Mr. Tite.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

HENRY COLE, Esq., C. B., called in; and further Examined.

Henry Cole, Esq., c. B.

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3020. Chairman.] HAVE you any papers which you wish to put in?—I have. They are, first, extracts from the Art Directory, containing the rules which have been often referred to; secondly, a comparison between the Schools of Design in 1851, and the Schools of Art in 1863.

3021. Mr. Potter.] Does that show the cost of the schools in the two years respectively?-Yes. I have, thirdly, a return of the cost of the National Art Training School at South Kensington for the year ending 31st December 1863, giving, as was required by the Committee, the names of the masters and mistresses; the cost of superintendence; the amounts paid to attendants, police, &c.; the extent of buildings, and the cost of inspection. Fourthly, I have a list of the names of the students in training, with the sums for maintenance paid to them weekly, and the number of times they have attended at the Art Library, for the quarter from the 1st of January to the 30th of April of this year. That bears upon the evidence of some of the witnesses, as to their use of the Art Library (handing in the same; vide Appendix). I will also hand in the form of a return which, I would venture to submit to the Committee, should be ordered from all the Schools of Art, and which would enable the Committee to compare the state of the present Art Schools with their state in 1851 (producing

3022. Do you mean to say that that is a form which you think that this Committee ought to send out to the different schools?—That is the form which, mutatis mutandis, was sent out in 1853, and will be found filled up and printed in the annual report of that year.

3023. Mr. Maguire. Can you give a return showing in detail the cost for 1862 and 1863, of the examples and diagrams of science and art

objects and art catalogues granted and circulato the local schools, excluding of course the A Museum; I find that the amount is put down £.16,000; I want the detail of the amount the cost of the objects given to each school. To enable that return to be made out accurate it would be necessary to give full particulars When an obje the whole of the expenditure. is purchased and placed in the Museum, that not comprise the whole use that is made of Take for instance, the Cologne Shrine, cost between 2,000 l. and 3,000 l.; that object, though placed in the Museum, was sent to Sheffield school. Therefore, it would be impossi to say what objects were specifically sent to sch and the cost of them; it would be a fallacing return. But what could be done with perfe accuracy would be, to give the full details of expenditure of that 16,000 l.

3024. Your return will state what examples, we diagrams of science and art, and what objects art, were sent, or given, or circulated to be schools, and their value?—Yes. We can set the cost of those objects which were actual given to local schools. There would be no disculty in that.

3025. I want to ascertain how much of the 16,000 l. was so expended?—I can give that that is all that is required.

that is all that is required.

3026. You may state anything else besides you like; what I ask for is this, the names of the schools to which objects have been sent, the value of the objects sent to all of them?—will give that; that, of course, will include partschools.

3027. It would include all schools?—Eventhing except the South Kensington School. will take some little time to prepare, but it be done.

Mr. JAMES BRENAN, called in; and Examined.

Mr. James Brenan. 3028. Chairman.] ARE you the Master of the School of Art at Cork?—I am.

3029. How long have you held that position?—Nearly four years.

3030. Mr. Maguire.] How long has that sell been established?—As a School of Art, sill 1850.

3031. How is that school supported?—It

supported at present principally by a local rate prorted as Proceed by the citizens of Cork; a rate levied on

them and collected by the Corporation.

The wart's Act?—Yes, under the corporation is the corporation. almost the only school in the kingdom that has applied Mr. Ewart's Act.

more than a halfpenny in the pound?—A half-

ponny in the pound.

3034. What is the produce from it?—£.222

1035. How is that divided?—£.172 is paid to School of Art in Cork, and 50% to the Chris-

tion Brothers. 3036. To the School of Art of the Christian

Biothers ?-Yes, the drawing school.

3037. What are the other resources of the school?—There are no other resources, except fees of the students, and some money which has been received for prizes. I may say that 50%. was received in the last two years from the Mayor of Cork, the president of the school.

3038. How many classes have you?—We diwile them into the ladies' morning and afternoon class, the male morning and afternoon class, the mile evening class, and the mechanical class.

3039. Will you state the total numbers of stidents for 1861, 1862, and 1863?—The total numbers that passed through the central school in 1861 were 187; in 1862, 259; and in 1863, 218. 8040. How do you account for the difference boteen the numbers of 259 in 1862, and 218 in 183?—That loss was almost altogether in the evening class; there was a great depression in the trade of Cork at the time.

8041. Is that what is called "the artisan s"?-Yes; we call it the evening class in

3042. It is virtually an artisan class?—Yes. 8043. The evening school is not attended by sons in a better position, is it?—Yes, it is.

3044. As a rule, is it attended by such pers?—Since I have been in the school I have rays found some persons of a better position attending it together with the artisans.

8045. But the artisans and persons of the same social position constitute the majority, do they ?—Yes; I might say they constitute the ma-

3046. Will you give me the number attending evening class?— The number that passed ough in 1861 was 109; in 1862, 146; in 1863,

047. Do you account for the falling off beeen the year 1862 and 1863, amounting to the number of 40, by the same cause that diminished the school generally?—Yes; that loss was only in the evening class; our morning classes report up to the same numbers.

048. As to the practical success of the school, estimated according to the standard of the Departnt, can you tell me what have been the results, in prizes or otherwise, for the three years; will you give me the number of medals obtained in 1861, 1862, and 1863?—In 1861 we obtained 20 medals; in 1862 we obtained 28 medals; and in 1863, 19 medals.

3049. There is a considerable difference between the years 1862 and 1863; 28 medals havbeen gained in 1862, and only 19 medals in 18 3?—Yes.

050. That is a falling off in that year of onethird ?-Yes.

051. How many medallions did you get for

those years?-None in 1861; one in 1862; and we have had three awards, that is to say, three national medallions, in 1863.

3052. How many prizes did you obtain?—44 in 1861; 29 in 1862; and 30 in 1863.

3053. How many prize studentships have you had?—We obtained seven in 1861, two in 1862, and two in 1863.

3054. How many renewals have you had?-One in 1861, six in 1862, and five in 1863. 3055. Will you explain what you mean by a

renewal?-A student who has passed an examination in four papers, and obtained a medal, gets a prize studentship, and this entitles him to a year's free admission to all the classes of the school; and on his taking a medal at the examination the next year his prize studentship is renewed, and so on from year to year.

3056. In the schools of Ireland, generally, what would be the average value to a student of this renewal; what would he save in tuition by free access to the school?—From 41. to 51. a-year.

3057. Would it range from 3 l. to 5 l.?—In the

Cork school it would be 3 l.

3058. According to that he would save an average of 41. a-year, would he not?—Yes; in Dublin he might save more. I think the fees there are higher than at Cork. You may take it at from 41. to 5 l.

3059. How are you paid?—Partly from the fees of the students, and partly by the certificate money I receive from the Department and the allowances.

3060. How many certificates do you hold?— I hold four; namely, the 1st, 2d, 3d, and 6th.

3061. What did your income amount to in the years 1862 and 1863?—From the school fees alone, in 1861, it was 125 l. 12 s. 6 d.; in 1862, 136 l. 7 s.; in 1863, 125 l. 16 s. 3 d.; that is from the central school fees alone.

3062. You had 10 l. upon each certificate?—

3063. Therefore you had 40 l. a-year?—Yes. 3064. How much did you obtain for prize studentships in the different years?-In 1861, for prize studentships, I obtained 28 l. 15 s.; in 1862,

12 l. 10 s.; and, in 1863, 11 l. 15s. 3065. Then a large portion of your income was derived from the certificate money, and what you obtained by the prize studentships, was it not?-Yes. I can give the amounts for the different years. In 1861, I received from certificate money and prizes 71 l. 2s.; in 1862, I received 55 l. 14s.;

3066. Have you made any estimate as to what the loss in your income would be to you by the alteration of the system under which you were appointed ?-I have. I find that the loss to me during the four years that I have been appointed to the school would have been 149 l. 17 s. I can give the loss for each year.

3067. Would you have lost that amount of money from any other cause, do you think, if the new Minutes had not been in operation?-No. I take the amount of money that I received, and my calculation of what I should have received, and that is the difference.

3068. Will you state the calculation by which you arrive at that difference?—I take the prize list for each year, and, according to the new Minutes, I have made out the sums that I should have received under the new Minutes from the same prize list.

3069. Mr. Adderley.] Can you give us the proportion of the 1491. upon each head?—The medals

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metals in 1861 would have brought me, under the new Minutes, 61.; the prizes in geometry, perspective, &c., 3l. 10s.; the payments upon the poor schools 2l., and the report 10l.

3070. Does that give 21 l. as compared with 165 l.?—No, 21 l. 10 s. as compared with 71 l. 2s. 3071. Mr. Maguire.] Instead of 40 l. a-year,

you obtain now 10 l. for the report; do you not? -Yes.

3072. What is your own opinion as to the change by which certificate money is abolished? -My opinion is that it is unfairly abolished.

3073. On what ground do you base that opinion?—On various grounds. First, I was always led to understand when I was a student in the Department of Science and Art that the certifi-

cate money was permanent.

3074. Was that stated to you?—I remember distinctly in 1855 or 1856 the head master of the School of the Department of Science and Art at that time at Marlborough House, telling us that every certificate was worth to us a certain amount of money, about 300 l. I think he said that we might regard it in the same light as if it were in the funds.

3075. What was the head master's name?—

Mr. Burchett.

3076. Did he incite the boys to increased exertion by holding out to them the prospect of obtaining an advantage, which would be equal to so much money in the funds?—Yes, I have stated

what he said for that purpose.

3077. Will you state, as exactly as possible, what the master did say to the students?—It is a long time ago, but to the best of my belief he said, "Well, you had better work hard for your certificates. This ought to induce you to work very hard to gain certificates, because every certificate is worth to you as much money as 300 l." (I think he mentioned that amount.) "You may regard it in the light of a certain and

3078. He did not represent to you that if you succeeded in obtaining a certificate any advantage upon that certificate would cease to exist in a few

years?—Certainly not.

3079. Did he represent that it would be as permanent to you, as long as you were continuing to teach a school under the Department, as so much money in the funds?—So I understood it.

3080. Do you know that the same impression was made upon other students at the same time? -I do; it became almost a tradition among us who were in the Department School. I remember constantly speaking about it at the time.

3081. When you speak of it as a "tradition," do you mean that was the understanding amongst

the pupils?—It was.

3082. Was that understanding strengthened and confirmed by the nature of the printed agree. ment between you and the Department ?-It was. The printed agreement states that in consideration of my holding four certificates the Department will pay to me the sum of so many pounds, in my case 40 l., so long as I continue to carry out the wishes of the committee.

3083. You think that that was a distinct

covenant ?-Yes.

3084. It was the agreement which you

accepted?-Yes.

3085. It was the agreement which incited you to greater exertions in order to obtain those certificates, under which you were to receive those payments?-Yes.

3086. Mr. Adderley.] What is the date of the

appointment?—The date of mine is the late August 1860.

3087. Mr. Maguire.] Were the words con tuting that agreement distinct and clear in its

3088. Under the present system you receive 10%. For the report, do you not?—Yes.

3089. Do you think that that is a fair equi

lent for the loss of the 40 l. that were paid in the certificates?—I do not. I do not cons the 10 l. a-year a fair equivalent for the work be done in order to make that report. It wo take at least a day a-week to keep the regis which I am now required to keep.

3090. Will that 10 l. pay you?—I think no 3091. The payments upon results are limin to the success of the artisan class, are they be

-They are.

3092. Will you state to the Committee 80m thing of the results of the artisan class, and when hopes are held out to you of deriving a la accession to your income from the results of class?—I have no hope of receiving any access of income, unless it be a very slight one for that source, because there are no artisans a In the Irish schools we have a very spe bonâ side artisan class. There are very few wee ing men, or men upon whom I could expect payment.

3093. Do they remain long in the schools They do not. Their attendance is constant fluctuating, in the summer time especially; if the are wanted to work overtime they leave

3094. Supposing they do remain in the scho have they the same intelligence and patience the class that attend the school in the day time -No, they have not anything like it.

3095. Is it an easy or a difficult matter to them to comply with the rules laid down by master, so as to obtain the results for which Department and you would look?-No, I find

very difficult.

3096. Why?—Very often they do not the the Department examples which are laid down study are exactly what they require; they come the school wanting to draw some particular ample, or to follow some particular course of stud something that they think may be very speed turned to use in their business, and they obj to working merely for medals. I cannot, as rule, get the artisan class to work for medals.

3097. If it were known by the artisans to the increase of your income very mainly depen upon their labours and their success, do you the that you would be likely to loose or incress your influence over them ?—I think I should

likely to lose it materially.

3098. Why?—I know what the feeling woll be in the Cork school, and, perhaps, it would the same in every other school. If I asked student in the evening class to commence medal drawing, and he knew that my income, part, depended upon his obtaining a medal that drawing, no doubt he would very soon to round and say to me, "You only want to incress your income by these means; it is not for good that you require me to do this drawing." would not let them know it in the Cork scho I would rather lose the money that I could cla upon the results of the artisan class in that sello than let it be known that my income depends upon their exertions.

3099. Their knowledge that your income # to depend upon their exertions, and upon the

following

following a particular course, would be fatal to influence in the school?—Yes.

on interest and the same of th

school at once.

101. Do you think that the abolition of prize entships will be useful and beneficial to your entships that the contrary?—It has already proved it, or the contrary?—It has already proved reverse, as is shown by the number of medals everse, as is there is a difference in the num-of medals between last year and the year re, and the reason of that was, that in the prize studentships were to be taken away, I consequently lost at least five or six of my students; in consequence of that change left the school altogether. I find that the ng away of prize studentships has had a very effect upon my school.

02. In reference to the number of medals, you state to the Committee the number of ls you have obtained for the last three years; ink you said in 1861 there were 20?-Yes, n 1861; 28 in 1862; and 19 in 1863.

03. Do you attribute the falling off mainly e abolition of prize studentships?—I think I

night attribute it totally to that.

04. Do you know any circumstances which fy that assertion ?-I do. I know that the feeling in my school has been very strong indeed nst the abolition of prize studentships.

05. What is the value to the school, as well the master, of a prize studentship?—The pol received 11. out of every 5 1. that was when a student took a prize studentship; they received a share of the other 1 L that paid upon a renewal.

06. How much did the master receive?-

Inceived 4 l. out of the 5 l.

107. If there were a renewal of a prize stutship, giving the student a right to attend the ol for another year, did that bring an additional 1 l. to the school?—Yes.

08. That now is taken away from the school

by the recent Minutes, is it not?-Yes.

109. Do you think that the substitution of local scholarship for prize studentship is a sufficient compensation either to the school or to the ter?—I do not.

110. Why not?—The pupil teacher in my school received 20 l. a-year from the Department, at the commencement of this year, when the artment withdrew the 20 l., we had to dismiss in for we had no money to pay him with. We have not claimed a local scholar.

111. As to national schools, there are a considerable number of national schools in the

city of Cork, are there not?—There are.

attending each school?—Yes; I may say all the boos of Cork go to the national schools.

113. In point of fact, there are very many the sands of children, male and female, attending the national schools at Cork?—There are.

1114. Is the School of Art in connection with the national schools in Cork?—We have only on national school connected with us, and our ool is the only School of Art in Ireland that a national school connected with it.

115. Therefore, under present circumstances, a master cannot hope for a great increase to his me from the connection with the national schools of the country?—No; I should explain in Limerick and Waterford the model schools are attached to the Schools of Art, but 1.53.

the ordinary parish schools are not in connection with the Schools of Art in Ireland.

3116. In the model schools, the Government must have a good deal of control, as those schools are under their management entirely ?-Yes.

3117. In the national schools it depends upon

the local patrons?—Yes.
3118. What has been your success with the local patrons?—When I went to Cork first, I found no national school in connection with the School of Art; I spoke to the committee about it, and they directed me to apply to Mr. Sheridan, the district inspector of national schools for Munster. I saw him, and found that the National Board of Education had laid down rules by which 100 children from national schools should come to the central school in the evening to be taught, and for which we should receive so much per head per annum. I told Mr. Sheridan I thought they never would come to the central school at night, because these boys being at school in the day time, it would be difficult to get them to attend at the School of Art at night, their attendance there not being compulsory. But he would not alter his decision. Several letters passed between my committee and the Commissioners upon the subject, but they would not alter their decision, and I was forced to accept it. Some of the pupils came to the central school, but after a time they began to stop away, and as soon as the winter came on, the girls were withdrawn, because the managers of their schools did not wish them to remain in the streets at night; so that the numbers dwindled away from about 70 or 80 down to an average of 23; and they only attend from one school, namely, St. Patrick's.

3119. In fact, you had no power of compelling the boys or girls to attend?-Not the slightest.

3120. There was no particular desire on the part of the managers that they should attend, was there !- No; some managers objected to their being taught altogether. I taught in one school for nothing, giving one lesson a-week for three or four months, in the hope that at some future time the manager might be induced to allow his boys to attend at the School of Art; but last January twelvemonth he told me he would not have anything to do with this matter in any way, in consequence of some public remarks which had been made about his not sending his boys to the School of Art.

3121. In fact you did everything in your power to induce the managers to send their boys? —I did everything in my power. I am now teaching the girls belonging to St. Patrick's School. The managers of that school seem to be the only persons who will send their children to

3122. With respect to the pecuniary result of your connection with the national schools, will your tell the ommittee what is the increase to your income, which you derive from teaching the pupils in that national school?—I receive half the amount paid by the National Board for that teaching; and that is, perhaps, 61. or 71. a-year.

3123. All you receive from your connection, if I may call it such, with the National Board, or the schools under the National Board, is about 6 l. or 7 l. a-year?—Yes, about 6 l. or 7 l. a-year.

3124. Is that in addition to the income that you

have already stated?—It is.

3125. Or rather an addition to the income that you had before the new Minutes cut it down?— Yes, I mean that.

Mr. James Brenan.

> 5 May 1864.

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3126. Have you any objection to the present system of prizes, or to the character of those prizes?—I have a great objection to the system by which the same book is awarded every year to a number of students. If a student takes a medal this year he gets a book; and next year, if he obtains a medal, he gets one again, and so on. These books follow in regular order. In my school I have three members of one family, and these three members have now at home three copies of the same book; they have a copy apiece, so they go on year after year obtaining the same book each.

3127. Does the same student ever have the

same book twice ?-No.

3128. You know that three members of the same family have received the same book?—Yes. 3129. Do you think that the list from which

the prizes are taken is too small?—I do.

3130. Would you suggest that the list should be more varied?—I would. I received this circular from the Department on the 5th August, 1863 (producing a paper), I received one in 1862, and they sent a list of five books, from which they said one was to be chosen. I went round to all the students who were to get books, and they chose a book each from this list; but when the books were sent down I found that the books must be taken in the order in which they are stated in this paper; in fact, that we were not allowed to choose from them.

3131. Then you would recommend that the list should be more extensive and more varied?—

I would.

3132. Would a pupil get as much for one medal as for half-a-dozen medals at present?—No. If a student obtains medals for four or five drawings he only gets one prize; that is, one medal, or one book. The stages in which he or she has been rewarded are written down in the book, but he or she gets only one book; the prize is of exactly the same value as if only one medal had been obtained.

3133. Last year did you know cases of students in your school who took four medals, and received

but one book ?-Yes.

3134. What has been the practical effect of that upon the students?—The effect of that in our school has been to prevent them from working so hard for medals as they otherwise would have done. They are quite content to have one, or at

most two, drawings for a medal.

3135. Can you state a case in which it has been said to you by a student, that there was no necessity for increased exertion, because there was only the same result to be derived from four prizes as from one?—I have a student in my school, who, in 1861 or 1862, I am not sure which, obtained four medals for four drawings, which she had sent in, but she found that she only received one prize, and consequently last year she was quite content to do one drawing. She said she would not do more as it closed up the stages too soon.

3136. You think then that it has a discourag-

ing effect?-I think so.

3137. Do you know practically that it has?---

3138. It deters pupils from increased exertions?—It does.

3139. With regard to the examples, is there a complaint that there has been no change for years in the examples, and do you consider that that want of change, and that monotony has had an injurious effect in depressing, rather than stimu-

lating, the energies of the pupils in your schol—Yes; I have often heard complaints from students relative to the want of change. The are some stages in which I cannot get any dents to compete; they do not like the example that are laid down in those stages, and I can persuade them to work at them. They tired of having the same example year any year.

year.

3140. As to the character of the examples, you think they are good or bad, as a rule?

a rule I think they are bad. I know of so cases where they are very bad. There is a this leaf sent down in a certain stage for shad leaves from the cast. I think that is a very example; I got some casts of the same is from a man in the Vauxhall Bridge-road, at I had no idea that the Department cast was very bad until I saw the others.

3141. If one of your pupils made a success drawing from that east which you so highly praise would that be attended with any advantage the pupil, save the mere progress in his power of drawing?—No; he or she would be

get a medal for it.

3142. He would get a medal only on end vouring to make a drawing from the very

cast?—Yes, in that case.

3143. With regard to the other drawings a casts, do you think them good or bad?—The configures which are sent down from Mess Brucciani are very bad; the discobolus is you bad; they are wretchedly bad casts compared the beautiful ones which we are in possession already.

3144. Then the casts sent down by the Department, from which your pupils must draw in our to obtain a medal, you say are bad?—I consider

them so.

3145. Do you know, from your own expense, that it would be very easy for the Department to re-place those bad casts by real valuable casts?—I think they might have mubetter ones. It know they could have mubetter casts of leaves from nature if they adown such casts of leaves as I bought.

3146. Was it ever suggested by you, or byth Committee, that there should be a change in the examples?—It was; we wrote about it is December.! The inspector's report had be sent down to us, and in that report the inspector regretted that the casts were not utilised to greater extent by the students.

3147. Which casts? — The magnificent can we have in Cork; our own collection.

3148. Is there not in Cork a very splend collection of casts?—The best in the kingdom,

3149. Can you state something of the histor of those casts?—They were cast, under the direction of Canova, so I have heard; the were sent to England by Pope Pius the Seven as a present to George the Fourth. George Fourth gave them to the Cork Institution consequence of the influence of Lord Listowel

3150. They have been given to the Cork Intution?—Yes.

3151. Mr. Tite. They are not architectum are they?—No, they are statues; they were a for the Vatican to replace the marbles take away by the French.

3152. Mr. Maguire.] When the origin marbles were restored, at the close of the watchose casts were sent to England, and given a confidence of the sent to England.

George the Fourth to this institution, were they

?-They were.

8153. Did the inspector under the Department ke any reference to those casts, and speak of advantage of utilising them?—He did.

3154. Will you state what he said, and under at circumstances his remarks were made?—He Ithat it was a subject of regret that the magnient collection of casts in possession of the Cork hool was not utilised to a greater extent by the idents; those were nearly his words.

3155. Those casts are not in the list of the

Department, are they ?-No. partines. 156. If your pupils make drawings of any of se casts, they derive no practical result from it they cannot get any prize?—No; I do not exhill it them for a prize.

157. You recommend your students to draw them merely in order to teach them to draw more

perfectly?-Precisely. 158. What would you suggest in reference to those and other casts?—I think that there might be a larger number of casts, and better ones, put down on the list of examples.

159. First of all, you say that there should be belter casts?—I think that the casts throughout the country generally ought to be better casts.

160. And you would recommend greater ety?-I would recommend greater variety, because we have very fine casts from which we cond get very good drawings made if the list was er, and if some of those statues were included

1161. Have you received many contributions from the Department for the Cork school, or works and objects of art, either as a loan or therwise?—We received, as a loan, three or landscapes and three studies by Mulready.

162. With regard to the landscapes, were works of real merit?—They were not thought so in our school; two of them at least

3163. Were they works of a class that some of rown pupils might excel?—I think so.

3164. Do you know that ?-I do.

165. Were they considered by the best pupils in the school to be inferior?-They were.

\$166. And not examples such as the Depart-

ment ought to have sent?—Precisely.
3167. You have never received good casts from the Department, and you have never received the of good paintings?—With the exception of painting by David Cox.

3168. That was the only one of such merit as you think the Department ought to send?—Yes, and one or two by Prout.

one or two by Prout.

3169. You spoke of some of Mulready's draw-?—Yes.

170. What were they?—Studies from the

71. You had the loan of how many of them? -I think three.

3172. How many are there altogether?—About six.

3.73. For how long had you the loan of those three?—They were lent for a period of eight

weeks each.
3174. When was that?—I think it was in 1862. ; I applied for them in 1863, but I did not get them.

3176. Did you apply again?—I did.

77. How many times did you apply for them? applied three times in 1863 for one of them. I had a student who was very anxious to make a drawing from one of them for the medal.

3178. And you could not obtain them?-No, I could not obtain them. I have the letter which received from the Department in answer to mine

3179. Has the school from time to time received valuable objects of art, either in sculpture, in painting, in porcelain, or in metal work, from the Department?—We never received any good oil-painting from the Department, and that is a thing very much wanted in Cork, for I have not a single picture to put before my students; we have no gallery of pictures.

3180. You mean that you have no collection that you could command access to?—We have no collection that we could have access to. I never received an oil-painting from the Department; we received some electrotypes and some

books.

3181. Were the electrotypes good or bad?— I have not seen the originals, but some gentlemen on the committee in Cork think them very poor indeed.

3182. Are there gentlemen on the committee in Cork able to form an opinion upon works of art?-Yes.

3183. Gentlemen who have extensive and choice collections of their own?-Yes.

3184. Is not Mr. Hewitt on the committee?—

3185. Has he a remarkably fine collection of

objects of vertu?-Yes.

3186. You have artists and men of letters upon that committee, have you not?-Yes; it was Mr. Hewitt's opinion that these works were very

3187. Did Mr. Hewitt state, in fact, that they were mere rubbish?—These were almost his words, I believe.

3188. I think since this Committee has been sitting the Department has been wonderfully liberal to the Cork school; have you received a present very lately ?-Yes.

3189. Will you describe the character of that present to the Committee ?—We received a case containing some very old examples, two or three copies of shaded drawings, and two or three copies of botanical drawings, and sets of objects, and two or three odd leaves out of an engineering drawing book; they are not of much use.

3190. Would you apply to that collection which you have so lately received from the Department the very same epithet which Mr. Hewitt applied to the other works of which you spoke, and call them a collection of rubbish?—Yes, I did not want them; I had the examples already.

3191. Were they really rubbish?—One thing which has been sent down is very bad, a sheet of shaded models; it is of no use.

3192. The others were inferior, were they not? They were; I have a letter here from Dundee; they say in this letter, "The Department has just sent us as a present, a large case and parcel containing botanical and physiological diagrams, German building toys, odd plates, obsolete examples, old models, &c., which must have cost 15 l. or 20 l., and which are so far from being of any use that they are seriously in our way."

3193. Would that description of the present sent to Dundee describe also the present sent to Cork?-I do not think they cost so much; we got no German building toys; I think the things which we received are rather in the way

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than otherwise; I do not know what to do with

3194. Mr. Lowe. Who is that letter which you have been reading signed by?-Mr. Kennedy. 3195. The master of the school at Dundee ?-

3196. Mr. Maguire.] Would his description, saving the expense, apply to the present which you received for the Cork school from the Department ?- I think it would.

3197. With respect to its inferiority and general uselessness, it would apply?-Yes; it is of

no use to me.

3198. Have you any complaint to make of your architectural examples; do you think that they are such as to inspire in the pupils a love of art in architectural design, and to improve the general taste, not only of the pupils, but of the community at large ?—I do not; they were very small in number, and there is only one example out of the whole of them that we can ever make much use of.

3199. Which is that?—It is a plan elevation and sections of a building intended to be a small barrack; that is the only one which we can make

any use of.

3200. Do you consider that constantly drawing from that would have an injurious, or a beneficial effect upon the taste of a pupil?—There is no taste in it whatever; I do not think it would have any effect at all upon the taste, except a bad

3201. Is it not the very opposite of tasteful?-

I think so.

3202. Do you think it would be difficult to have a really good set of architectural drawings of an improved kind?-I do not think it would, for last year I was so impressed with the idea that those architectural examples were very bad that I applied to the Department for Laxton's examples of building construction, and got them; we are using them now in the school.

3203. Can you get medals for drawings done from those examples?-No; there is no medal

given in that stage.

3204. Do you, therefore, think that the list of architectural examples ought to be very much extended and improved?-Yes; I think they

could be easily improved.

3205. For instance, is it necessary to have an elevation of a villa, or a gentleman's house, and an example of shop architecture?-Yes; I think we want examples of good architecture, examples of the different styles, the Grecian, Roman, and so on.

3206. If you gave a lecture to-morrow upon the different styles of architecture, ancient and modern, have you examples to illustrate that

lorture with !- I have not.

3207. Have you ever given lectures upon architectural drawing?—I gave some this winter; and I had very great difficulty in illustrating

3208. Why?—I had no examples to put before the students; I had to do it almost entirely by sketches upon the black board and notes that I had.

3209. Will you state where the difficulty existed?—A lecture may be given in a much shorter time, if you can point to an example, and say, "This illustrates so-and-so," but when you have to turn round and draw them upon the black board, it is very much harder work to the lecturer.

3210. Have you ever had the advantage of the travelling museum in Cork?—No; we have never had it in Cork.

3211. From what you had heard of the result arising from the presence of that travelling seum in other places, were you much induced apply for it?—No; my committee calculate that if they applied for the travelling museum we should lose from 40 l. to 50 l., and we com not afford that.

3212. If the travelling museum were the object of attraction presented to the public, do n think that a loss and not a gain would be the sult of its exhibition?—I think there would be loss; in fact, I have made inquiries from 80mes the schools in Ireland relative to what the thought of the travelling museum, and has received letters from them about it.

3213. It was in Waterford, I think?-It was 3214. Have you information about its preser in Waterford ?—I have a letter from Mr. MC. in Waterford, in reference to the travelling seum. I wrote, asking him whether he had en had the travelling museum in Waterford, whether it was a source of profit, and whether would have it again under the present regulation of the Department; he writes this letter, "y dear Sir, -I have great pleasure in answering you questions about the travelling museum. We have a small collection of objects from the Depart ment; and I suppose it is this which has been dignified by the name of travelling museum; whole collection could be exhibited very come niently in a moderate sized parlour; and people of Waterford spoke of it in a tone contempt, calling it a collection of 'crocker We had, however, nothing to pay for it, and dignity of its name gave importance to objects which I was able to collect in the new bourhood. The profit, after all was paid, amount to about 40 l.; but, as I have intimated, the to velling museum formed a very small part of the exhibition; we would not have it again, if we let to pay anything to the attendant as required the present regulations; indeed, I doubt we much whether we would have it on the old tem free, unless a much better collection were sent us. It was during the month of December 18 it was in Waterford."

3215. The travelling museum was in Dubi

I think, was it not?-It was.

3216. Does the Department attribute to travelling museum a receipt of 1,095 l. 4 s. 24 have you seen that in their report ?- Yes; it is the Blue Book.

3217. Do you think that that pecuniary res of 1,095 l. 4 s. 2 d. was due to the exhibition that travelling museum?—I do not.

3218. What were the facts connected w that exhibition?—There was another exhibit at Dublin at the time; I think it was the Tit nial Exhibition of the Dublin Society

3219. Was it opened by the Lord Lieutens

-It was

3220. If this travelling museum had not be exhibited at that time, would not the red have been just as large ?- Decidedly, it would that was the opinion of the people in the place whom I spoke about the travelling museum they thought that the travelling museum was noticed much by the ordinary people who flows to the place.

3221. Was not it, in fact, all exhibited upon

stand? - So I heard.

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3222. Do you think it is fair to attribute to the sence of that travelling museum the gross reipts obtained by the exhibition of which it is a part?—I do not. 3223. Is not it calculated to lead people astray?

I think so.

3224. Do you know of your own knowledge at in any other place the exhibition of the velling museum was attended with anything ve a loss, when it depended upon itself alone attracting the public?—We calculated that if brought it to Cork for a month we should lose more than 50 l. by it.

3225. Being connected with some great cattle dow, or other exhibition, which, under any orcumstances, would attract a large number of ople, it might be some little additional inducement to a few people to attend?—Certainly.

3226. And no more than that?—A few people obably would take an interest in the collection,

d come to see it.

3227. Therefore, if there were a large cattle flower show, and if at the same this travelling aseum happened to be in the place, would you nk it fair to attribute to the exhibition of the welling museum the entire financial results of the greater exhibition, of which it only formed a small part?—I do not think it at all fair.

3228. You think it is misleading people?—I

tlink so.

3229. In reference to design, do you think the Department does enough to stimulate the study of sign?-We have very little opportunity in rk of designing, it is not required much in the ce, we have no manufactures; we have some dents who have taken medals in design, but there are no means of appplying the designs.

3230. Do you think, upon the whole, that the roult of the new Minutes will be injurious to your

ool rather than otherwise?—I do.

3231. Is that the opinion entertained by the committee as well as by yourself?—The opinion tertained by the committee is this, that if the w Minutes are put into force they will have to se the school.

3232. Even though they receive 172 l. a-year from the rates they would have to close the school?—Yes, for we can barely keep out of debt

at present.

3233. You have to pay a large annual rent, we you not?—We pay 60 l. a year rent out of 172 l. derived from the local rate. My committee think that they ought to receive a grant equal to the amount which they raise them-

3234. Whether holding that opinion or not, they hold this opinion at least, that the new Minutes will operate prejudicially to the school?

They do.

3235. Are you authorised to speak in the name of the committee, and to express that opinion

upon their part?-I am.

3236. Will you state what their opinion is?— Their opinion is that they ought to receive an amount from the Government equivalent to the n which they raise themselves in the locality, by means of this rate under Mr. Ewart's Act. 3237. Mr. Lowe.] That is 172 l., is it not?—

3238. Mr. Maguire.] Is the Belfast school in existence ?—It is not.

B239. How long has it ceased to exist?—For four or five years. I am pretty sure it is five 0.53.

3240. Do you think that there is very much chance of its revival ?-I think not.

3241. Will you state to the Committee your reasons for forming that opinion ?-I have a letter from Mr. Vance, the late secretary of the school, which I received a short time ago, in which he says nothing about reviving it. He merely speaks of the closing of the school, and intimates that there was not the slightest chance of any school being established there, as the people would never support it.

3242. You have yourself information from Belfast, which led you to believe that there is no chance of a revival of that school?-I have been told that the casts and objects belonging to the school have been given away to some private

person in Belfast.

3243. Do you think that the number of five schools in Ireland is a number upon which the Department might pride itself?—I think not. I think a good many other towns in Ireland ought to have Schools of Art.

3244. Five you think is a small number?-

3245. Is it your opinion that the Department ought rather to encourage a diffusion of Artamongst the middle classes of the community?—It is.

3246. Will you give your reason for forming that opinion ?- My opinion is that the middle and upper classes are the consumers of all objects to which art may be applied, and unless the middle and upper classes have their taste formed, they certainly will not know a good thing from a bad thing, so far as regards design. I think that the Department ought to commence with the middle classes. I do not object, at the same time, to teaching the lower classes. I think it does a great deal of good, but I think the middle classes ought to be especially the object of their care.

3247. Do you think that it is wise on the part of the Department to limit the payment on results to the artisan class ?- I think not, because they really form in my case a very small part of the

3248. Have you anything to add to what you have stated, as to the applications you have made to the Department for works of art?-No, I think not.

3249. Have you at any time remonstrated against the character of the examples sent to you? No, we did not remonstrate; we did not think it of any use; we had to take them when they came down.

3250. You thought, as I understand, that there

was no use in remonstrating?-We did.

3251. Did any practical result follow from the suggestion of the inspector as to the use of your casts?—We received a letter from the Department, in which they say they cannot increase the number of figures in the stage. It is a letter from Mr. M'Leod, the assistant secretary, dated 21st January 1864, in which he says, "Sir,-I am directed to acknowledge the receipt of your letter of the 15th instant; and, in reference to your observations on the limited number of figures selected for competition in stage 8, to state that this limitation is necessary to the accurate comparison of works in competition. am to add that time studies executed from other figures in the presence of the inspector do also compete for medals, and that it is proposed to encourage the obtaining of the power of making good time drawings by giving national medals also."

3252. Therefore

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3252. Therefore no practical result has followed from that suggestion of the inspector?—No practical result has followed as yet.

3253. Do you practice as an artist?—I do.

3254. If you had no practice as an artist, in plain words, could you remain in Cork; would your income, derived from the school, support you?—I do not think it is sufficient.

3255. You have received nothing out of the

rate, have you ?-Nothing.

3256. You get a portion of the fees and that is all, is it not?—I get three-fourths of the fees, and half the fees from the national schools.

3257. And nothing more?—And nothing more, except any payment there may be upon

the results, and the certificate money.

3258. Would you, in fact, think it worth your while to remain as master of that school if you had no other means of adding to your income?—No, I should not.

3259. You think that you have been treated unfairly by the abolition of the certificate money, and by the advantage which you received from the prize studentships being taken away?—I do.

3260. Have you any statement to make, or any suggestions that you can offer to the Committee, derived from your local experience?-I think that the new Minutes can scarcely be made to apply to Ireland, inasmuch as we have no artisan class, so to speak; and inasmuch as the National Board has made no arrangements, or will make no arrangements, with us by which the children of the national schools may be taught; the arrangement they have already made having fallen through and become virtually nothing. Then if the Department says, We will pay you upon the results of teaching poor schools; and if we have no artisans (I may almost say we have none), and no national schools in connection with us, it is simply taking away from us the money that we received before.

3261. Would the same observation apply to any community in which there would be the same difficulty in gathering together a class of artisans, or establishing a connection with parochial or Government schools?—Yes, the very

same objection must apply.

3262. I believe the Cork school has succeeded in turning out a good many masters, has it not?

—It has; it has turned out seven or eight. In fact, a large proportion of the masters at present under the Department of Science and Art have been turned out by Irish schools. I think there are seven from Dublin. I myself came from the Dublin school originally.

3263. Do you attribute the number of masters and the success of the school to the operation of the system under the former Minutes to a certain

extent?-I do.

3264. Do you think that the new Minutes will have the effect of producing the same result as that you have now stated; that is to say, of turning out as many masters?—I do not. I have several students in my school who are pretty far advanced, but none of them think for a moment of applying to the Department for admission to the training class.

3265. Why is that?—They think that, the certificate money being abolished, there is very little hope of any fixed payment for them from the Department in any way, and they think it is not worth their while to take it up.

3266. You think that the operation of the new

Minutes will be prejudicial to the success character of your school, do you not?—I do.

3267. Mr. Lowe.] You have, I think, now your school about 218 pupils in the day-school 218 pupils passed through the school in 1863, one time in the school there is an average at dance of about 150.

3268. Of those 150, how many belong to artisan class?—In the evening class the number have been, in 1861, 109; in 1862, 146; and 1863, 106; those were the numbers that pass through the school in the year. No student counted twice, but there are not these number in the school at any one time.

3269. How many of the morning pupils we be artisans?—I do not think I could count on that is to say, not a bonâ fide working man,

3270. In the evening class there would how many at one time?—At one time I show say about 50 or 60 altogether; perhaps the portion of working men out of that number working be 25 or 30; about half would be actual working men.

3271. Then I suppose it is in the refused payments for the teaching of people above artisan class that these Minutes act so prejudicially upon your school?—Yes, precisely.

3272 I understand that in the morning what class of life, those persons belong to?—We have not 150 to dents attending the school at one time; about to 90 are attending the school at one time.

3273. Mr. Adderley. The numbers which me have mentioned before are the numbers which passed through the school in the course of

year ?--Yes.

3274. Mr. Lowe. You say that 218 passed through the school in the course of the year. Yes, that is the total morning and evening; the morning 111 passed through the school in a year.

3275. And there would be about 80 or 90

attendance?-Eighty altogether.

3276. What class of life do they belong to.
The middle and upper classes.

3277. How much do they pay in fees, also

125 l., do they not, or is something to be deduction that for what the artisans pay?—That my portion of the fees.

3278. What are the fees that the 80 or 10 or 10

pupils pay?—For 1863, it was about 106 l.

3279. That is not your share; that is all they paid?—That is all that they paid in morning classes only.

3280. Then they pay a little more than 11/1 head; is not that the case?—Not quite a-head.

3281. Do you think that a high fee for personal to pay in the upper and middle classes for so instruction as you can give?—I do not think it I think we charge very low fees in Cork.

3282. Then if the school is shut up, it will because those persons are not willing to phigher fees, will it not?—Yes; it has been in Dublin. Last year they tried to raise morning fees in Dublin, but there was no attendance, and they had to lower the fees.

3283. You exact as much as you can people to pay, do you not?—Precisely.

3284. I gather the effect of your evidence be this, that the injury that the Minutes do because they exclude the upper and mid classes from the means of getting Government.

nts for the master who instructs them?-Pre-

And that the upper and middle classes unwilling to contribute more than 1 l. a-week the excellent instruction which you can give

for the excessely so.
thum?—Precisely so.
3286. Do I understand that it is absolutely prhibited that you should go to the national

ools?—It is.

287. By order of the National Board?—By order of the National Board. They will pay for no instruction given in those schools.

288. Of course, as you truly say, it is imposible under those circumstances to get the dren to come to your school?—It is im-

sible.

289. Can you tell the Committee the reason why that order was made by the National Board? t happened before my time of going to the school, and I know the circumstances only from hersay. There was some difficulty about the -attendance of the former master or pupil teachers of the School of Art at these schools.
The inspector, Mr. Sheridan, made a report upon the subject to the National Board. I think there was some further difficulty.

290. With regard to your certificate money, have stated the case as it appeared to you. Supposing it should be the policy of the Governnt, for other reasons, to abolish these certifortes, can you state upon what principle they could compensate you for the loss you have alleged?—We think we are entitled to the certi-

ficite payments. 291. You would not, I suppose, maintain that the Government should maintain those certificate parments if, in the opinion of the House of mmons, that was not a good plan of assisting schools; but you would say that you were entitled to compensation in that case? I think

If they do away with one sort of payment they ought to compensate us by another.

292. Upon what principle would you calculate the compensation to which you would be enitled. You would not say that you should have the money without working for it, I suppole?-No, of course not. I can scarcely say on what principle the compensation should be rulated. They might pay me upon the results of the teaching of all classes.

293. You think that they ought to pay you the difference between what you get upon results what you get upon certificates. Would that be your view?—That would be about it.

294. Mr. Tite] How long has a school of any kind been established under Government grant in Cork?—It was in the winter of 1849 the first angements were made.

295. That is 13 or 14 years ago?—It was in the winter of 1849 that it was started.

\$296. During that time that has elapsed since then the school has been active and apparently ful. Can you give any opinion as to the imvement in public taste, or otherwise, produced it?—I think the public taste has very much proved. I think the taste of the Cork people ranges very high; they are people who are very fond of painting and music; they are people of cultivated taste, and I find in many cases an provement in taste on the part of the parents children attending the school. I find in their uses pictures and objects that they have rehased, and in many ways which I could 0.53.

not particularise, the result of the teaching can

3297. It has been useful?—It has been useful. 3298. That of course does not apply to the manufacturing class, or to the production of designs or objects of taste as regards manufacture?—Exactly.

3299. Are there any large manufactories of furniture ?-No, not that I know of in Cork.

3300. Still, in a place like Cork, there must be a large demand for upholstery for the furnishing of houses?-Yes, but I do not think a great deal of that is done in Cork.

3301. Has the decoration of rooms improved? The papers that they select for the rooms are much better. I notice a change in that way.

3302. With regard to the arch tectural examples that you seek; do you imagine that you can teach architecture to the classes of people who come to your schools, except in a very general way?—No, it must be in a very general way. I endeavour to make my students, as much as possible, work from good examples, and after they are able to do that, I recommend them to work from buildings.

3303. You endeavour to teach them to draw accurately and well, do you not ? Yes, accurately and well, and practically from actual measurements. I encourage that as much as possible in

the school.

3304. You cannot carry your instruction in architecture very far, can you?-No, I find it very difficult to get buildings to which they can have access.

3305. So far as you can ascertain there is no example furnished which is of any value to you, either in the way of teaching architecture as a fine art or scientifically, if I understand you rightly?-Not as a fine art, and not scientifically, and therefore we got the examples of Laxton's building construction. I was very much at a loss for examples, and I got those through the Department,

3306. Are you better contented with them?

3307. What do the class whom you teach become in after life. Do they become merchants or brokers, or do they belong to the gentry, or what?—Some are gentry and some become soldiers, and some become engineers, and others again are in shipbuilding yards of which we have one or two, then others are carpenters and bricklayers and so on. Many of my students attend the Queen's College, and are intending to become either doctors or engineers.

3308. Can you give the Committee a notion of the age of the students who attend your classes; from what age to what age do they come?-From

10 to 35 or 40.

3309. You have spoken of carpenters and builders: I presume you include stonemasons

3310. Have you any of that class?-Yes, one or two, not more; we have a very small number of any artisan class. There are one or two of each class in the school at one time, and perhaps three or four of some classes, and sometimes a dozen men working at the engineering works or shipbuilding yards.

3311. The middle class supplies the principal part of your pupils; is not that so?-By far.

3312. Mr. Potter.] Are you aware that all the masters who had annual stipends under the Department have been superannuated ?- Yes. 3313. Can

Mr. James Brenan.

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Mr. James Brenan.

> 5 May, 1864.

3313. Can you draw any distinction between their case and your own?-It struck me that we were very much worse off than they were, for they received very good fixed salaries, while they were connected with the Department, and now, at the end of their work, they are superannuated upon allowances, sometimes very comfortable ones, while we are doing as much, and probably more than they did, and work of not so pleasant a kind, for the national school teaching is not at all pleasant work. We have no fixed payment from the Department, and no hope of superannuation allowances; so that I think we have been very differently treated from them.

3314. Mr. Bazley.] What is the population of

Cork?-100,000 persons.

3315. Is there any considerable body of industrial workmen in Cork?-There is not, I think,

any considerable body of them.

3316. Can you state any instance in which any particular industry has been benefitted by the Cork School of Art?-Not to any large extent. There are no large manufactories in Cork. The only thing of any extent is, that there are one or two shipbuilding yards where the construction of iron ships is carried on.

3317. Do you think that the shipbuilders have been benefited by the School of Art?-We have a constant attendance of shipbuilders at our school.

3318. Do you think that the carpenters have been benefited by the elementary teaching they have received from you?-Yes, I know they

3319. Mr. Cave.] Are you aware whether there were any teachers of drawing in Cork before the School of Art was established ?- I do not know.

3320. Are there any now?-There are. 3321. What fees do they obtain?-I do not

3322. Has it ever been said that your school was in unfair competition with them?-No; I never heard the remark.

3323. You do not know whether the number of teachers of drawing has decreased since the school was established in Cork ?—I do not know; I know that the morning classes of my school have increased amazingly in the last three or four years; I have now the largest number of pupils attending the morning classes that has ever been on the roll.

3324. I want to know whether you know that the number of teachers of drawing has diminished since the competition of your Art School has been established?—I cannot say whether they have fallen off; I know that many of those pupils, who have made up the increase of my classes, have come from other masters; I do not know anything about it otherwise.

You do not know the comparative amount of fees paid to private teachers and to

your school ?- I do not.

3326. Mr. Bruce.] You stated, did you not, that the city of Cork rated itself in order to contribute towards the support of this school?-Yes.

3327. Will you state where the school is held? -It is held in what was the old Custom House of Cork, in Nelson-place.

3328. Whose property is that?—I really do not know; we are tenants of the Cork Institu-

3329. What is the Cork Institution?—It is a chartered body; it possesses a charter for literary and scientific purposes.

3330. It is a body apart from the Corporate -Yes.

3331. You stated that the casts that are plied to you by the Department were limited number; you have to contribute a part of payment for those casts, have you not? not think we have done so since I came the we get our casts on account of the local med I do not think any casts have been supplied the Department to us which we have paid since I came to the school.

3332. With respect to those scientific diagra of which you spoke, which were presented the Department, those were not paid for, I the

by you?-No.

3333. They were a gift?—Yes.

3334. You were probably not aware, when spoke, that they were division of the property maining in the hands of the museum, which presented as a free gift amongst the different institutions?—I thought that might have the case; it seemed to me like a division property.

3335. Has religious feeling in Ireland any fluence upon the question of conducting instance tion in elementary drawing in the nation

schools?—I really cannot say.

3336. Have you known any instances of having affected the question, whether draws should be taught or not ?-No, I cannot say I know of any instances of religious feeling Cork having had anything to do with it; per of all religions in Cork attend the School Art.

3337. People of all creeds?—Yes.

3338. All equally ?-Yes; I do not know who the reason is why the National Board will agree to the arrangement, or why the managed of the national schools will not agree to arrangement of my teaching drawing in the schools.

3339. You stated that the sum returned in report as having been collected at the exhibit of the circulating museum at Dublin was due other causes?—Yes, so I was informed.

3340. Have you seen the sums returned having been collected at Limerick, Waterfor and Clonmel, respectively, as 171 l., 178 l., 188 l.?—Yes.

3341. Are you able to say whether those su can be stated as having been collected in respect of the circulating museum, or are they also to other causes?-I only know of two case Clonmel and Waterford, and in each of the towns they had another exhibition, and they me that the travelling museum formed but ave small part of each exhibition.

3342. The travelling museum formed a portion of those exhibitions?—Yes, it formed a portion. It was an exhibition chiefly of los

works of art.

3343. Mr. Maguire.] In reference to religion differences, is not the committee of the School Art at Cork a mixed body, representing all and races in the community?—It is.

3344. So far as you know the religious elemant never enters into any questions of art?-News

3345. Are the figure copies in outline the that can be supplied. Are they not bad anatomy, bad in proportion, and bad in drawing —I do not think they are good in drawing think there might be better examples. I point out many defects in the drawing. I have an opportunity of comparing one drawing

of our own casts. That is what I think they of our own the small Apollo; the Apollino, and the ring of that is decidedly inferior. I consider

an inferior kind.

346. As the school progresses have you any mens of extending your teaching power, that o say, of obtaining more masters without increased teaching in the national ols?-No; we have no chance of getting ther master unless we have a very large unt of work to do in the national schools.

347. With regard to the medallion, have you heard of any objection to the character of the heard of any objection to the character of the allion?—Yes, there was a pamphlet written Mr. Sainthill, a gentleman in Cork, at the of its appearance relative to the medallion.

It seemed to excite great annoyance.

3348. Mr. Tite.] Who is Mr. Sainthill?—A mileman of property; a great antiquarian and

mismatist. 349. Mr. Maguire.] Have you heard that es objected to the character of the medallion? believe they did at the time; it was before

350. There is another school, is there not, in Cork, to which the Corporation give 50 l. a-year?

here is the Christian Brothers.

351. Is not that a very successful school?successful in this way, that they have a large ber of children attending the school; it is a school for children.

852. They must attend and be taught, must not?-They must attend. I think there are

or 800 children attending it.

353. Mr. Adderley.] What do you mean when say that the children must attend?-They compelled to do so by the clergy and their

354. Mr. Maguire. They teach them in the ool do they not?—Yes, there is a certain hour for teaching freehand drawing. We have no trol over the national schools to compel them ome to the School of Art, whereas, in that school they have the children already upon the ground, and they can teach them in that class.

855. A certain hour in the day is devoted to tesching them the elements of drawing, is it not? es, and they teach them the elements of drawing very well, but they do not teach them more.

356. Are there not a number of children tuned out from that school every year, who get appointments in the offices of architects, and builders, and engineers?—I believe so.

357. Do you know that lads to the number of in the year pass through that school, in which wing is taught, and obtain such situations as I e described?—I saw that stated in the news-

358. Have you any reason to doubt the truth

of that statement?-No.

359. I believe it was stated by myself?—

360. I had access to the best information on the subject, had I not?—Yes.

361. If I stated that 22 or 23 young lads were ived every year into various offices in the city, fill such situations as those of engineers, draughtsmen, and architects, clerks, and so on, you ld believe that statement, I having it upon best authority?—Yes. I very often get those s in the School of Art afterwards, to carry n much higher. I have a boy at present in 153.

the school who I think is the best bey the Christian Brothers have had for some time-

3362. Mr. Arthur Mills.] You stated, did you not, that the children were compelled to attend the school of the Christian Brothers. What power have the Christian Brothers to exercise compulsion upon them?—They have only the power that the clergy can exercise.

3363. Mr. Maguire.] Do you not mean this, that, the children having attended the school, and being in the school, the teachers can appoint a

fixed time for art education?-Yes.

3364. That is all that you meant, is it not?-

3365. The children, being in the school, are compelled to do what the master wishes, and to receive art instruction or any other that he may prescribe?—Yes.

3366. If the same system were applied to the national schools, would the same beneficial result

follow?—Yes.

3367. The children being in the school, could, if the masters wished it, receive an art education?

Yes, that is what I wish to bring about in Cork, to have them taught in the schools.

3368. Mr. Adderley.] Does this Christian Brothers' School of Art, so far as it goes, injure the other School of Art, and draw off the material from you?-No, I find that very many of the boys from the Christian Brothers' School come to me afterwards. I have one at present, who was their best student; he is employed by the Great Southern and Western Railway Company in Cork, and he is attending the School of Art now, and learning architectural drawing.

3369. Mr. Cave. It is a feeding school to you and rather assists you than otherwise?—Yes.

3370. Mr. Maguire.] I believe the Christian Brothers have 2,300 boys in the school at Cork? -I believe they have a great many.

3371. Do you know whether there is a charge for admission?—I do not know.

3372. You never heard that there was?—I never heard that there was.

3373. Mr. Arthur Mills. The "Presentation Brothers" have schools at Cork, have they not; does the same system prevail there; are they taught art?-I think not in Cork, nor are they in Limerick; I know that the master of the School of Art at Limerick was making a complaint to me that he could not get leave to teach in the Christian Brothers' Schools at Limerick, although he offered his services for nothing. I do not think they allow any person to teach in those schools, except members of their own community.

3374. Mr. Adderley.] Is the Christian Brothers' art class, a class in a large school, or is it a School of Art in itself?—It is only a class. The Christian Brothers is a large day-school, and this is a class in it

3375. How does it come under the class of institutions for which, under Mr. Ewart's Act, the rates can be granted?—I am not aware that

3376. Mr. Maguire.] The Corporation raise

220 l. a-year, do they not?—Yes.
3377. They give 172 l. to you, and the balance to the Christian Brothers?—Yes.

3378. The national schools are quite different from these Christian Brothers' schools?—Yes.

3379. The Government could make any arrangement respecting those national schools if they wished, could they not?-Yes, it is my

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Mr. James opinion that they could; the schools have been Brenan. receiving money from the National Board; I have always been surprised that the National Board would not insist upon having instruction in drawing given in the schools.

3380. Mr. Tite.] In the same way as it is done

by the Christian Brothers?--Yes.

3381. The Christian Brothers is a purely Roman Catholic establishment, is it not?—Yes.

3382. Mr. Adderley.] I want a more distinct statement with respect to your income; did I understand that in 1863 it was 125%. from the central school fees, 40%, from certificates, and 11%. from prize scholarships?—Yes.

3383. To which must be added 6 l. or 7 l. for

poor children?—Yes.

3384. Is there any other addition to be made? -£ 4 12 s. for results upon poor schools.

3385. The whole would amount to about 186 l.,

would it not?—Yes, about that,

3386. You compared with that a calculation that under the new system your receipts would be 21 l. 10 s. on the medals, prizes, report, &c.?-That was in 1861.

3387. The comparision would be about the same, would it not, in the two years?-It is nearly the same within a few shillings in 1863.

3388. That must be added to the 21 l. 10 s. to put it in fair comparison with the 1861. which you received under the old system ?-£. 130. I take the difference between the medals and the prizes in that year under the new system and under the old. The loss to me would have been 491. 12s. under the new Minutes. My income, under the present system, is made up in this way; medals 61.; prizes in geometry, perspective, &c., 31. 10s.; poor schools, 21.; report, 10 l., making 21 l. 10 s., as against certificates, 40 l.; prize students, 28 l. 15 s.; and poor schools, 21. 7s.; making 711.2s. The loss would be 491. 12 s.

3389. Mr. Maguire.] The fees may be taken

as the same in both years; they have not to do with that calculation?—They are sun be less for the future.

3390. Why?—Because no students being to gain a prize studentship, I shall lose some

3391. Mr. Adderley.] Who is Mr. Hewitt, seems to be your standard of taste in Cork The vice chairman of the School of Art in (

The vice charman of the School of Art in 0, 3392. What is his profession?—He is a rister, a gentleman of high standing.

3393. Mr. Maguire.] Are there not seem other gentlemen of taste on the committee. Yes, Mr. Crawford, Mr. Lane, Mr Bennett, Beale, &c., &c.

3394. Are there not several artists and and

tects?—Yes, Mr. Atkins.

3395. He is a clever man, is he not?—Yes 3396. Mr. Adderley.] Mr. Hewitt seems have condemned every cast example, and 80 that was sent?—No; chiefly the electrotypes

3397. Has he praised anything sent by Department?—I do not recollect his praising a

3398. Mr. Maguire.] Would you say that committee consists of enlightened and cultivate men?-It does undoubtedly; they are men considerable position; in fact, many of them well known.

well known.
3399. Mr. Lowe.] It appears that this new which is levied in Cork is principally employ for the instruction of the middle and up classes in drawing; is not that so?-It is,

3400. Do you not think that it is rather has upon the poor ratepayers of Cork that they show be taxed for such a purpose ?- They agreed to themselves.

3401. Mr. Maguire.] The sum of money patto the school is devoted to the rent, taxes; seem tary, lighting, and attendance of the school it not?—Yes.

Luna, 9º die Maii, 1864.

MEMBERS PRESENT:

Mr. Adderley.

Mr. Bazley.

Mr. Bruce.

Mr. Edward Egerton.

Mr. Crum Ewing. Mr. William Ewart.

Mr. Gregson. Mr. Lowe.

Mr. Maguire. Mr. Arthur Mills.

Sir Stafford Northcote.

Mr. Potter.

Mr. Salt.

Mr. Tite.

Mr. Trefusis.

SIR STAFFORD NORTHCOTE, BART., IN THE CHAIR.

EDWARD PARKER, Esq., was called in; and Examined.

3402. Chairman.] I THINK you are resident Sheffield, and connected with Messrs. Rodgers' rm there?—Yes.

3403. Have you paid much attention to the orking of the School of Art at Sheffield?—Not the interior part of it. I have paid some attenon to its effects.

3404. What should you say, from your know-dge of the state of Sheffield, have been the effects of the teaching of art which has been going on at Sheffield for many years?—I think has improved the class of manufacture to which it is applicable very much indeed.

3405. Is it applicable to any large proportion the manufactures of Sheffield ?- I should say perhaps about one half, consisting of plated are, Britannia metal wares, stoves, grates, funders, and so forth.

3406. Can you say whether in those classes of manufactures there has been any considerable fference in the employment of foreign designers ance the school was established?—I am not able to say whether there are more or less foreign designers employed; but some have been always employed; a few foreign artists, I know, have been employed as modellers and designers.

3407. And are so still?—And are so still. 3408. Do you think that many English de-There are no doubt many employed who have en to the School of Art, but one designer ves for a whole manufactory.

3409. Would it not generally be found that e designer of a manufactory has been educated in the School of Art?-I think not, generally; there are some such cases, but I think the school not produced many designers.

3410. Have many of the pupils from the Sheffield School obtained employment elsewhere, do

you know?—I am not aware.

3411. I think Messrs. Rodgers have taken a good deal of interest in the exhibition of works of art, or, at least, of artistic works of manufacture. They have a show-room, have they not? ey have a show-room, but it cannot be called exhibition of works of art particularly; it con-s of their ordinary every-day manufactures.

412. Are they manufactures to which, to a

great extent, art is applicable?-Not to any very great extent.

3413. What should you say, from your knowledge of Sheffield, was the value that was 9 May 1864. attached by the manufacturers to the School of Art?-Not very great, taking the town gene-

3414. Is there any large subscription to the school now?—Yes, I believe there is a large subscription, but I am not able to state the amount; many firms subscribe because others subscribe, and because they desire to keep a School of Art there, but I do not think the school is appreciated amongst them as much as it ought to be.

3415. Can you say why it is not appreciated as much as it ought to be?—I think it is because they do not find any direct useful effects from it. I limit my observations to direct effects. The designs which have emanated, as a rule, from the School of Art, have been such as were difficult to execute; in fact, many of them were imprac-

3416. Do you think that that is in consequence of a defective system of teaching at the school?

—I am hardly competent to say. I think it is from a want of having a practical mechanical knowledge, as well as a knowledge of art; they make beautiful designs, but they are too costly for execution, so as to sell to a profit.

3417. Is there an improvement in the workmen; are they able to execute the designs better than they did formerly?—The system of working now is so different from that formerly pursued, in consequence of the use of tools and dies and other appliances, that a mere workman has very little scope for his talent, however great it may be; his duty is merely to put the parts together when he has got them.

3418. Is not it the case that a workman may execute his work with more or less skill and taste? -No, not with taste; he may with skill, that is to say, with mechanical skill, shown in the truth and accuracy of putting together the parts, but his taste can never be brought into execution while he is an ordinary workman. Engravers, chasers, and workmen of that class, whose work is simply by hand, no doubt have very much E. Parker, Esq.

Sir C. L. Eastlake, P.R.A., and D. Maclise, Esq., R.A.

9 May 1864. would.

improved. I know many of them who have come from the School of Design, who are very efficient men in their way.

3419. Are you of opinion that, supposing the Government grant were withdrawn, the school would be kept up by the town?—Yes, I think it would

3420. In what way would it be kept up; by private subscriptions?—By subscriptions from the different manufacturers.

3421. Do you think there is any chance of the town adopting a rate to support the School of Art?—I think not; there was a very great objection made to the rate for the library, though it was only a rate of a halfpenny in the pound, and I think the objection would be still greater to a rate for the School of Art.

3422. Was the rate for the library carried?—Yes.

3423. How long was that ago?—About four or five years, I think.

3424. You do not think that the opposition which was then felt would be mitigated by the lapse of time?—No; I think the public in general who would have to pay the rate would say, let the manufacturers pay for themselves if they want to encourage design.

3425. You think that the public would look upon the Art School as being specially for the benefit of the manufacturers?—They would.

3426. You think that the manufacturers do consider it of sufficient value to keep it up even if the Government aid were withdrawn, if I understand you rightly?—I do, decidedly.

3427. Mr. Potter.] There has been a great increase in trade, in Sheffield, during the last 10 or 20 years, has there not?—Very great; chiefly in the heavy trades, in those branches of the trade which do not require design, in armour plates and so forth.

3428. Has there not been a comparative decrease in the ornamental manufactures of Sheffield?—I should think not a decrease.

3429. There has not been a positive increase, as compared with Birmingham, for instance, has there?—I do not think there has been an increase in quantity. I think those things of that class that are made are better made than they were, but I do not think more are made in consequence of their being better.

3430. The ornamental manufactures of Shef-field have not increased in proportion to those of Birmingham, have they?—There are some Birmingham trades that have conspicuously increased: that, I think, is not the case with Sheffield.

3431. You spoke of a rate for the library; you have a free library there, kept up by the rates, have you not?—Yes.

3432. It is free in the full sense of the word; there is nothing to pay?—There is nothing whatever to pay; any one can have a book by being introduced by a rate-payer.

3433. If there were a rate for a drawing school in Sheffield, I suppose the Sheffield people would consider that it ought to be free also, upon the same principle?—Undoubtedly they would; but I think we should never get a rate for a School

3434. What is the amount of the rate for the library?—I do not remember exactly; I think 700 l. or 800 l.; I do not remember to a few hundreds.

3435. Mr. William Ewart. Have not some

foreign nations very much advanced in the cultry trade during the last 30 years?—Yes; saw a great advance between the Exhibitions of 1851 and 1862; a very great improvement, last ticularly in Austrian manufactures.

3436. Is that in the ornamental part of the lery trade?—No; it is rather in the quality a finish of it; it was not so observable, we though in ornament; in fact, ornament is applicable cutlery to a very limited degree only. I have found, however, in my experience, and parties larly within the last 10 or 12 years, a wonder increase in the taste of the buyers. I have four that it requires a great effort upon the part of the manufacturers to come up to their requirements the knowledge which the buyers of the midd and upper classes, with whom I have come contact chiefly, have, is astonishing. I thin it is very much that their taste is improved it is wonderful how knowing they are no whether a thing is what we call good or bad.

3437. Mr. Bazley.] How many students at there at the School of Art at Sheffield?—I at really unable to answer the question. One of our partners is upon the managing committeed the school. I have not attended myself to the details of the school at all.

3438. Do you think there are 100?—Mon than that; I should judge that there are mon than 200; I have occasionally been in and sea a great number at work; I should think mon than 200.

3439. Has the effect of the school been to implant something of a pure taste in the minds of the students generally?—No doubt it has; it is impossible that it should be otherwise; but I are searcely competent to give a personal opinion upon that subject.

3440. Has the school had the effect of raising the standard of taste in Sheffield generally?—The standard has been raised very much, there is a doubt, but whether directly from the School of Design being there or not, I cannot tell; I should say that it must have done to a great extent, by the constant teaching of 200 or 300 boys, where the constant teaching te

3441. Has not a higher class of taste pervade the whole district of Sheffield, in consequence the establishment of a School of Art?—I cause say that it is in consequence of the establishment of a School of Art; I think it is not very observable.

3442. You have stated that you perceive the your customers generally have obtained, from some source or other, an improved taste?—Yes; a very greatly improved taste.

3443. In what manner have they acquired the improved taste, do you suppose?—Very much think, by travelling, and by seeing such a plant as the Crystal Palace, where all the most beautiful things in the world are brought together and by the facility of going round and seeing a much more probably than they used to do.

3444. Do you not think that the teaching art has been beneficial to the community generally?—I do not know whether the public general have benefited very much by that pure cular teaching of art or not, but, by some mean or other, they have benefited; they have improve very much.

3445. Do you suppose it is possible to acquire the knowledge of the principles of art by a me visit to the Crystal Palace, and other publications.

nstitutions of the country?—No, certainly not, if the principles of art; but I think the visitor f such places may acquire a knowledge of beaufall things, and may be dissatisfied when he ees things which are not up to the standard that e has learnt, though he may not know anything bout the development of art principles.

3446. Mr. William Ewart. Do you attribute he taste of the ancients, and of many of the outhern nations of Europe in modern times, to heir having an opportunity of seeing works of rt constantly?—I should think it is most pro-

3447. Is not that a very important way of iffusing art amongst people?—I think it is a

ery good and important way.
3448. And one which produces as much effect almost anything ?- I should think more than nything. I attribute the improved taste of our cople greatly to the opportunities that have been

ven them of seeing good things.

3449. Mr. Gregson.] What is the number of pils in the School of Art? You say you do not now the exact number; can you tell it approxiately ?- I really do not know. I may be 00 wrong, but I should say between 200 and 0; I should certainly think there are over 200. 3450. Do you know the proportion which the tisan class bears to the upper and middle classes the school ?- I do not know.

3451. Is the number increasing or diminish-?—I think the number is rather diminishing m what I hear, but I have no means of know-

g it exactly.

3452. Have you any idea of the amount reived by the master under the old system and nder the present system?-I have had no means

knowing that.

3453. Do you know whether the Committee ject to the New Code, and upon what grounds? They have only the general objection, I think, at they desire to have assistance from any glarter, and not to be thrown entirely upon their n resources. I do not know anything about e detail, how it may work, or how it may affect tle classes, or anything of that kind.

3454. Although a rate could not be levied, you em to be confident that the school would be intained by subscriptions if the Government ant were withdrawn?—Yes; I give the Shefld manufacturers credit for having too much

pride to see the school closed.

3455. Mr. Arthur Mills. I think I understood you to say that, although a School of Art had existed for many years in Sheffield, the designers employed were still principally foreigners?-Not 9 May 1864. principally; there are a few foreigners.

3456. Are the larger proportion of the designers Englishmen?—Much the larger proportion of

them are Englishmen.

3457. Has that proportion increased since the School of Art has been established at Sheffield, do

you think ?- I have no doubt it has.

3458. I think you said that the reason why, in your opinion, the School of Art had not produced the satisfactory results it might produce was that the designs were too costly to enable the manufacturers to sell the articles at a profit; is that so?—Yes, that is my impression. The mayor and other gentlemen have given 5 /. and 10 l., and so on, for designs for some special article; and it has been found that those designs were such that no manufacturer would undertake to get them up.

3459. Do you know, as a general rule, whether it is thought that designs in good taste ought to cost more in making than designs in bad taste?-Artists think that good things can be made for the same price as bad things, but manufacturers

find that they cannot.

3460. Is that the consequence of artistic workmanship being more costly, or in consequence of the price to be paid for the design ?- In the first place, there is the cost of the design; a certain number of articles must be sold to cover that. Then it cannot be trusted to the hands of an ordinary workman, so that the aggregate is a greatly increased cost.

3461. I think you said that you thought there would be a general objection in Sheffield to a rate for the Art School ?- I think there would be a sufficient objection to thwart it; the Sheffield public are very strong-minded and decided upon particular subjects. I think that is one upon which they would feel strongly, and they would

not agree to pay anything.

3462. I gather from your evidence that you think that, though the public at Sheffield is, to say the least, lukewarm, and would object to a rate, yet you think that the manufacturers are sufficiently alive to the advantages of the school to support it by themselves from their own resources, even if the Government aid were entirely withdrawn ?-Undoubtedly.

Sir Charles Lock Eastlake, P.R.A., and Daniel Maclise, Esq., R.A., called in; and Examined.

3463. Chairman. (To Sir Charles Eastlake).] BELIEVE you have been good enough, together th Mr. Maclise, to examine the works that have en sent up from the Schools of Art throughout country in competition for the medals and tional medallions ?-Yes.

3464. How long have you been in the habit of ng so?—From the first establishment of the partment, I think, about 1851; we reported st in 1852, if I remember rightly.

3465. You have also, I believe, specially exined the works of the masters in training?-

3466. And you have been accustomed to draw a report of the annual examination, which has en printed and circulated to the schools?-0.53.

3467. I find here that in the first report which you made, as examiners, in the year 1852, you state: "Our experience of this duty leads us to suggest that in future the nature of the works to be submitted for inspection and competition should be so far defined throughout the schools as that the specimens generally should admit of convenient comparison." Was it upon your suggestion that the practice was adopted of sending up the same works from each school, with a view to their being compared?-I do not remember that it was my suggestion, individually. I remember our agree-ing upon that point. I am quite prepared to defend it; I think it was a most proper recommendation.

3468. Do you think that it is necessary for the fair comparison of the works of the different

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schools that they should all be taken from the same examples?—I think it is very convenient for the examiners; and, provided the examples are properly selected (of which I have no doubt), I think there can be no objection to it on the part of those who have to study from them.

3469. Beyond its being convenient, do you think it is necessary, with a view to a fair comparison; or do you think that a fair comparison might be made without the adoption of uniform examples?--It could not be so easily made, and I confess I see no objection to the existing system; if there be any objection to it, I should like to hear it pointed out It appears to me that normal instruction cannot be too defined. The examples might be varied, no doubt; but if they were well selected in the first instance, I cannot see any reason for changing them.

3470. Do you not think that the effect upon a master of having to make his students go continually over and over the same subject may be rather depressing ?-It is no doubt very irksome and tiresome to the master, but the students are always new, and the same condition exists in all other elementary teaching. The rudiments of writing and playing upon a musical instrument are always the same, and no doubt they are very irksome to the teacher, but it does not follow

that they are so to the student.

3471. Take the case of students in the Royal Academy: are they always required in their competitions to execute the same works?-No; there a totally different principle prevails, because there the teaching is no longer normal. I believe that the object of the founders of the Royal Academy was to enlarge the boundaries of the art, and it would be quite prejudicial to such an object to have a regular normal system of instruction, especially in painting, in which there are various styles. I believe if a normal system of of painting were established in the Royal Academy, our school would sink to the level of some of the old continental schools; the system adopted rather aims at avoiding such a result, by allowing the utmost latitude of practice, and assisting each student according to his peculiar aim to define what his method shall be. In a normal school, on the contrary, I think the instruction cannot be too definite; the docility of the student is a sine qua non

3172. Is it your view that the teaching of art throughout the country will be best promoted by the adoption of a normal system which, as applied to the Royal Academy, you would condemn ?-Decidedly; I think there is an essential difference between the two objects. I regard all these Schools of Design throughout the country as elementary schools, and the principles of the two systems referred to are decidedly different: there would of course be a time when the student in an elementary school would be emancipated, and when he would be free to follow his own taste in any subsequent mode of study; but up to a certain point I think that normal instruction is indispensable, and cannot be too fixed or too definite.

Would you consider that that point is beyond the point to which the Schools of Art throughout the country are supposed to tend; do you think that they ought to be considered as normal schools up to the final limit of their course? -I think so; much would, however, depend upon the particular branch of art. With regard to painting, there is a time when the elementary teaching might be enlarged, but I do not appre-

hend that in the Schools of Design any such advanced practice of painting is ever required

3474. What do you consider to be the object of the Schools of Design ?—To teach people ele mentary drawing and modelling, and the power of imitating any object they may see. speaking of the Formative Arts, because in the application of art to manufactures there may be other objects in view; but the amount of teaching in the Formative Arts, I think, should be qualify the student for copying what he sees and forming his hand, and to a certain extent his taste from the models he may have to copy:

3475. Do not you consider it to be an object of those schools to form a School of Ornamentish for this country?-No doubt; but that is a fun ther stage, which may hardly belong to the depart ment of the Arts, on which I should wish more especially to express an opinion I do not feel competent to say to what extent the study ornament with a view to manufacture should be carried.

3476. In order to form a School of Orns mentists, must there not be some greater freedom and latitude in the teaching, than that which you have prescribed, with a view to the normal sys. tem of elementary teaching?-I confine my ok servations to the elementary part of Fine Arta it is generally understood. I profess to be unable to give any opinion as to the study of oras ment, considered, as a separate department. far as it is founded upon the study of art gene rally, I still say that that study should be most clementary, and should be thorough of its kind

3477. (To Mr. Maclise). Do you agree with the views which Sir Charles Eastlake has expressed, or would you qualify them in any way! I feel that I can only concur with Sir Charles Eastlake in every word that he has said; and I can do no more than give my assent to all his observations.

3478. I think you have paid a good deal of attention to the study of ornament, have you not at various times ?- I can hardly say that I have directed my attention specially to that particular branch of design, but I have given it a fair consideration.

3479. Would it be your opinion that in order to form an ornamental artist, or an ornamentist, it would be necessary that there should be some thing further in the way of instruction than the elementary teaching which is now supplied by the Schools of Art?-I have always considered that the course of instruction given in those schools was sufficient in every respect; but I con fess I have often been disappointed, in the annual inspections we have made, at the poor response as I have considered it, made to the tuition the was given in the schools, and the great exertime made by the Department.

3480. Would you be at all disposed to attribut that, or to think that it may be attributable, to want of elasticity in the system?-I certainly not think so; it has appeared to me to be very satisfactory in respect to its elasticity and adapta bility.

3481. (To Sir Charles Eastlake). In fact, if understand you rightly, you entirely approve the practice now adopted for judging the work of the students and awarding the medallions from identical examples used throughout the country I entirely approve of it, and the selection examples to be copied is, I think, good; of cour the authorities at South Kensington are always

n to receive suggestions, and I think, even my experience, there have been changes my experience But I do not think it matters the what the examples are if they are well en where int made against them is want of novelty, the irksomeness on the part of the teachers be constantly limited to the same examples, reply is that if they were changed there ald be the same want of variety and the same ire for change after a time.

8482. Would it not be possible to prescribe ry year a different figure or a different object that year, so as to have a uniformity arrived throughout the schools in the country, and yet relieve the masters of the tedium of setting the ne example year after year?—I confess I do not that the masters have any right to complain the actual system; it is the lot of all teachers, ecially elementary teachers, that they must go of the same ground, and it is the very fact of system of instruction being so stereotyped t makes it so safe.

3483. Do you think that the course of teaching the schools, as laid down by the Department, a satisfactory course? I think so: I limit self still to the principles of the arts, of

3484. With regard to those stages which include e figure, are you satisfied with them ?- Yes; I

uk the system is very good. As the realing of the ure is as fully stimulated as it should be in the gols?-Yes. I have even heard it questioned nether it is not carried too far, and whether such amount of what may be called refined art is licable to the purpose for which the schools intended, namely, the improvement of manutures; but that is not my opinion. I think that estudy of the figure is carried to the right point, d the mode in which it is taught seems to me to excellent.

3486. Are you acquainted with the examples ed in the figure stages? Yes.

3487. Do you think them satisfactory?-Yes. of said before, the examples might be changed, t I do not think anything would be gained it except a temporary relief to the masters; ter a time they would be tired of the new exange.

3488. They are examples which are almost tirely derived from fine antique examples, are ey not?-Yes; they are well selected.

3489. In your report of 1858 you speak of the lue of a habit of precision and a sense of refineent; will you read the passage which refers to at subject? "We have been induced to give s increased number of rewards in the elemeny stages, not only on account of the progressive cellence already alluded to, but also because consider that much of the future progress of e student depends on the manner in which this mentary practice is carried out. A habit of ecision, and a sense of refinement, obtained by student at the commencement, become a hable foundation for future excellence. The awings of plants and flowers from nature call particular notice, both from the amount of mpetition and the marked excellence of several the works. We regret, however, to have to port less favourably on the works in the adnced stages. The results of sound elementary dy, as exemplified in the specimens before

referred to, are not sufficiently apparent in later efforts, either as regards their number or their merit. In the study of the figure from the antique there is a want of attention to proportion and beauty of form; instead of which, in some schools, the efforts of the students appear to have been directed rather to mechanical excellence of 9 May 1864. execution, a quality, no doubt, valuable when it tends to the fullest expression of the form, but wholly misapplied when mere manipulative neatness is the result.'

3490. Are we to infer from those passages that you consider that a rigid attention to finish is desirable while a student is gaining elementary and technical knowledge, but that you regard it only as a means to a higher end?-I think the observations were dictated by our finding that there was a very elaborate treatment of background, which appeared to be labour thrown away, and therefore the attention of the student was rather directed to proportion and form as the essentials which should be chiefly attended to.

3491. Do you think that that arises from any imperfection in the views of the Department, or that it is attributable to want of knowledge on the part of the student?-It is attributable, no doubt, to a praiseworthy motive on the part of the students to send in their works as complete as possible, but the completeness and the labour are sometimes not exactly in the right places. The same kind of examination takes place in the Royal Academy, when drawings are sent in, and Sir David Wilkie was wont to defend even the elaborate treatment of backgrounds. I quite remember his expression; he used to say, "Never mind, it is all discipline:" he thought that the mere habit of careful work, no matter how applied, was a certain discipline for the student, merely mention his authority upon that point, although I happen to differ from it; I think that there may be labour thrown away.

3492. Do you think, from what you have seen of the work of the schools, that in some cases labour is thrown away by an over-attention to minuteness?—Yes, in some cases I have seen instances of it; but this report is not recent; it is dated 1858. What we pointed out has been corrected, in a great measure, since; that is the object of making such occasional remarks.

3493. It has been stated in evidence before this Committee that some of the students have taken a very disproportionate length of time in preparing work to send up for competition; that they have spent 8, 10, or 12 months, or even more, upon a single example; have you any reason to suspect, from what you see of the works sent up, that that is so?—I do not know the nature of the works alluded to; it would be important to know whether they were studies

from the figure or from ornament.

3494. The evidence referred to works of ornament to a considerable extent; the Trajan scroll was mentioned as one upon which an enormous amount of time had been spent?-It is the first time I have heard of an extraordinary time being so spent. Of course when the examiners look at the works they do not inquire into those matters, because it might influence their judgment; if they were told that a very clever work was done in a very short time, it would create a favourable impression. The excellence of the result is what we generally look to, without reference to the time employed upon the work.

3495. Do you happen to know the example I

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mentioned, the Trajan scroll?—I know the original; I do not remember the copy you speak of.

3496. The Trajan scroll is a very elaborate work, is it not?—Yes.

3497. How long do you think that a student ought to take in executing a copy of that work?

—A very careful drawing might occupy from one to two months.

3498. Do you think it possible that a student could profitably spend 8, 10, or 12 months over such a work as that?—No. At the same time I should be sorry to discourage any such evidence of a desire to excel. The same has happened with very great artists. It is related of Sir Thomas Lawrence that he was a year over a drawing of the Apollo, and then tore it up and

began again.

3499. Sir Thomas Lawrence would have spent that time from a feeling on his own part that it was desirable to attain to great excellence. The question which is suggested, with regard to the students of the schools, is whether they are not induced to spend a disproportionately long time over the highly-finishing of examples of this kind, in order to gain medals or medallions for their schools. It is suggested that they spend time over the elaboration of such works which they might, much more profitably for themselves, spend upon other kinds of drawing?—That is quite possible. If the labour is misapplied, then of course I have nothing to say in its defence; and. the examiners. Mr. Maclise, Mr. Redgrave, and myself, would presently take notice of misapplied labour of that kind. If it were merely in the execution, in the stippling up of a work, or the elaboration of a background, it would be pronounced objectionable, and the time misapplied.

3500. Would a student sending up such a work as that be less likely to get a medallion?—Cer-

tainly

3501. Has the Department directed any peculiar method of studying the figure, such as its anatomical analysis, &c.?—Yes, the system adopted is very excellent one, that of taking the outline of an antique figure and anatomising it, and placing the anatomised figure within the outline, showing the bones and muscles within the external form.

3502. Do I rightly understand you as saying that you consider, upon the whole, that the figure-teaching is sufficiently encouraged, and that the results are satisfactory?—I think so.

3503. Have you paid any attention to the methods introduced by the Inspector General for teaching the elements of design?—Understanding the question to refer to designs founded upon the study of plants and flowers, I think that a very excellent branch of instruction adopted by the Department. I have always highly approved of it, and I think the results are very satisfactory.

3504. How far does design, as applied to manufactures, form part of the competition for national medallions?—That is a very important section in the works that are sent up, and I repeat that I think the system recommended and adopted in the schools of anatomising a flower, and making use of its elemental forms, with a view to decorative purposes, a very excellent system.

3505. Have you seen many good examples of design produced?—Yes, as far as I can judge. I do not pretend to be versed in that subject, but my impression and belief is that the system

works well.

3506. Could you mention any classes of man facture in which you have seen good designs. I might specify the application of the study plants and flowers to textile fabrics, and one ments of that kind.

3507. Having paid attention to the subject a some years, do you think that the taste of a people of England has been advancing since a introduction of this system of education?—Decidedly. I have no doubt that it has advanced at the same time, I am disposed to agree with some observations which I heard made by a last witness. I think the exhibition of works art has tended very greatly to develope the public taste, particularly the collections at South Kensington; I think those exhibitions have been made beneficial in improving the public taste in manufactures.

3508. Do you think that the education of ordesigners has kept pace with that improvement in the public taste?—They have both advance together. The schools would not have done a much without those examples; but, on the other hand, the examples would have been incomples alone without the systematic teaching. I that the two may be said to have co-operated in public the improved taste, which certainly remarkable.

3509. From what you see of the work in the provincial schools, are you disposed to think the the study of art is making great progress in the schools?—I have not witnessed the effects in the provincial schools; I only judge of their result by the works that are sent up from them, which are subjected annually to our examination. Judging from those results, I should say that the system has worked well.

3510. Do you think that better results are no produced than were produced 10 years ago from the provincial schools?—Yes, decidedly.

3511. I think you were upon the Council

the old School of Design?-I was.

3512. Do you think that the principles that an now adopted by the Department of Art are well calculated to attain the original objects the Schools of Design as those adopted by Council of the School of Design?—I think the present system is far superior; in fact, as wells I remember, I do not think that the Count had any definite principles: they were ende vouring to arrive at principles, but they did w remain in office, if I may say so, a sufficient time to come to any definite rules upon the st ject. The authorities at South Kensington has certainly had the boldness to define a systems elementary teaching. I am well acquainted with that system, and I am prepared to defend entirely, so far as I can judge of its application to the arts of design. I have been even desiros if possible, to suggest improvements in the system, and I have conversed a good deal with Mr. Redgrave upon the subject in former times but the result has always been to agree with the system as established, and I really cannot imagin a better.

3513. The original intention of the Schoold Design was to educate designers for the improvement of taste in our manufactured articles, was not?—Yes.

3514. The intention of the Department at present is something different to that, is it not? Not that I am aware of; it is fuller, and it has ders a little upon the higher branches of art, but I do not think that an objection.

3515. Th

515. The intention of the Department now is ducate people generally in art, is it not, by ducate perfect teaching diffused through National Schools?—I imagine the teaching he schools must still be with a view to the revement of manufactures, and no doubt there influence partly derived from those schools ch tends to the improvement of the public And then the various manufactured e. And then Department, I believe, has n in the habit of lending, must have had a y beneficial effect in raising the public taste,

in suggesting invention. 516. In order to see what the distinction ween the principles of the old system and the system is, must we not take this into consiation, that the old idea was to establish a few cols in the principal seats of manufacture, and those only, whereas the present idea is to blish schools wherever the people wish to e them, whether those places are seats of nufacture or not, with a view to the education the lower orders in art?-I confess I was aware that the object was so extended. that I know it, I do not at all object to it. think it a very important means of national ture, and quite to be defended upon that und. Undoubtedly the original object, which have rightly pointed out with reference to old Schools of Design, on the part of the meil, was to enable the practice that was ommended to bear directly upon the improvent of manufacture, and so far there is a decided finction in the present system, but it is an argement of the original plan, which I think

itary.

3517. Not only has the teaching of the Elentary Schools been added to the old system of teaching of what may be called Schools of Disign proper, but by several changes that have en made, and especially by the new Minutes, remuneration of the masters and the mainteace of the schools has been made to depend y largely upon the results of the teaching of Elementary Schools, and the whole course of Department's instruction has been very much ulded with a view to the elementary teaching. wish to ask whether, in your opinion, these nges have injuriously affected the Schools of sign proper, considered as schools for the provement of the designs of our manufactures? If I understand the matter rightly, there is a tain premium now attached to the results in se schools. I am not prepared to say that t is a safe principle, because it might tempt masters in certain schools to get up a very posing display of works, whether conformable the real objects of the Department or not, and alse estimate might be formed of the supposed vancement of the school.

3518. This point of my question was this, are is at present adopted a system of normal ining and normal teaching, with a view to the ter carrying out of the system of elementary ching throughout the country, and that is supported still further by a system of paynt upon the results of that normal teaching; es that at all hamper or interfere with the velopment of ornamentists in this country?onfess I do not like the principle of payment ording to results.

519. Supposing that the system of payment n results were somewhat different from what s at present, and supposing that each school

were allowed to practice the best works it could, and not to be paid upon the general result of its teaching; do you think that that would be more P.R.A., and satisfactory?—Then you would take a longer D. Maclise, time, I suppose.

3520. Looking to the effect upon such a system of art, do you think that if it could be managed 9 May 1864. it would be more satisfactory?-I should not be at all opposed to a system of rewarding according to results, if the results were spread over a sufficient time, because I have no doubt that in the end it would be satisfactory; but from year to year it might be a dangerous stimulus, and might lead to questionable results.

3521. The Department have divided the course of instruction into a certain number of stages; you consider those stages to be well chosen, and to embrace tolerably nearly the whole course of instruction which is desirable, do you not?-Yes, I think so.

3522. Is it not your opinion that some of those stages would be of more importance to certain schools, than to other schools; for instance, at Manchester it might be more desirable to encourage one stage, and at Sheffield or Birmingham another stage? — Yes; but the elementary instruction is essential in all. The A. B. C. is indispensable in all these schools.

3523. At present the support which Manchester is to get, and which Birmingham is to get, and which Sheffield is to get from the Government, will depend upon the number of medals and medallions to a certain extent which they can get in each of those stages of instruction; it will not be competent for Manchester to send up a large number of works in one stage and to receive payment upon them, and for Birmingham to send up a large number of works in another stage and to receive payment upon them; but they must send up a limited number of works in each stage to receive payment, must they not?-I am not aware whether that is the system or not; but I quite think that it would be well to consider whether the particular class of design which it is desirable to develope in a particular town, might not be especially encouraged. I think that is well worthy of consideration, never forgetting the elementary instruction, which is indispensable in all cases, according to my view.

3524. You do not think that it would be desirable to adopt such a system of payment upon results as that the Manchester school should find it necessary, in order to obtain a proper payment, to divert the attention of a certain number of its students from flower painting, we will say to modelling, in order to get a certain number of medals in the modelling class?—I think that is open to consideration; these are suggestions which would come from the local schools, and which I think the central Department would do well to attend to. The object is to develope the artistic element in reference to the particular manufacture in every place, and to vary the instruction to a certain extent, with a view to that development.

3525. Do you think that the inspectors who go from the Department will generally be competent to award the medals, so as to give satisfaction?-I am not prepared to say; I really do not know who the inspectors have always been, and in fact, I do not know who they are; but if the rewarded productions are those that I see at South Kensington annually, I can only say that I have always

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been struck with the rectitude of the decisions as so evidenced.

3526. Is it not likely that in judging of works of Art there will be a great opening for discontent, and that opinions will differ much more than they do in judging of the results in reading, writing, and arithmetic?-No doubt.

3527. Do you think it will be possible for an inspector to discern whether a master has been touching up the works that are presented for inspection?—In very strong instances it would be possible to detect the two hands, but it would

not be always easy.

3528. Supposing that a master's income depended upon his students producing a certain number of works that were up to the medal standard, would he not be liable to a very strong temptation to touch up some of those works that were very near the standard, and did not quite come up to it?—There appears to be a danger

3529. That is a danger against which it would be very difficult to guard, would it not?-It is one of those moral questions which it would be difficult to legislate for, but a declaration of the master might be always required.

3530. Apart from that, it would be very difficult for the inspector to decide one way or the

other, would it not?-Very difficult.

3531. In your report for 1857, you recommended the special list of money prizes to be withdrawn, because there was not sufficient competition; will you read the paragraphs relating to it?-"We have also appended a list of those students who have gained money rewards for applied designs. It will be seen that notwithstanding the liberal prizes offered by the Department, and a corresponding desire on the part of the examiners to reward all works of originality and merit, the number is but small. We would, therefore, suggest that the special prize list should for the present be discontinued, until the spread of art education, and the efforts which are being made in the training school to prepare highly qualified teachers, shall insure a fuller and better competition; and that, in the meantime, the examiners should be at liberty to recommend, in meritorious cases, in addition to the medal for 'applied' designs, such money rewards, under the usual restrictions, as they may consider suitable." There seems to have been good reason for making that suggestion.

3532. This, however, did not preclude your recommending money awards which were still made for meritorious designs?-Such was the

3533. The money prizes were offered year after year and not sufficiently competed for; was that the reason which induced you to recommend their being withheld?-Probably.

3534. Your awards latterly have been made upon works which have had medals locally awarded by the inspectors of the Department; are you led to think that such awards are pretty equally made?

-Yes, that is my impression.
3535. Will you look at your report for 1858
(handing a Paper to the Witness)?—I recognise it as being in my own handwriting, and therefore I suppose I had something to do with it; but in all these cases, if I drew up a report, it is to be understood that it was the result, not merely of my own conviction, but of the deliberations of those also who acted with me.

3536. Will you read the passage in the report

of 1858, which you will find marked in it, regard to the examination of the works of training masters?—"The 3d group has relative to the study of the figure, both in chalk dra and in the various modes of painting. In group, which includes most of the highest teaching in the school, the anatomical and which is prescribed appears to be an excel means for acquiring the knowledge of the proposed. On the whole, the chalk drawn both from the antique and from the life, satisfactory." I have no doubt that was a scientious expression of opinion.
3537. Will you hand in a copy of that repo

-(The same was delivered in ; vide Appendix

3538. Have you any suggestions to make the guidance of the Committee upon the sub of art instruction, in addition to those which have already made?—No; I think I have ciently expressed my view as to the distinct between normal teaching and the highest teach in fine art, which I think should leave the state unfettered; but as long as the teaching is to considered elementary, I think the rules a hardly be too definite. I think they should positive and constant.

3539. (To Mr. Maclise.) What is your opin generally upon the adoption of the system of p ment upon results; do you think it a satisfactor one?—In my opinion, the system of payme upon results, as well as other kinds of encourse ment held out by the able direction at So Kensington, seems not to have succeeded as w as might have been expected in so signaliz any particular set of students or even school to wake up in their favour the attention of great manufacturers to any considerable exten with a view to the employment of the design The manufacturer seems to me to lack sympa with the movement, and there seems to be ali of unbelief generally in the agency at work; this is mere conjecture on my part. I have a thought we were somewhat lavish in our awa of medals.

3540. When you say you have been dispointed, do you mean that you think there is want of freedom in the working of the schools, that they do not come up to the mark in them scribed normal course?—There seems to be want of enthusiasm in many of the coun schools. I do not think I can express it me clearly than when I say the inspection of ag many of the works have left me still dissatisf

3541. Mr. Lowe. (To Sir Charles Eastland You expressed an opinion unfavourable to system of payment by results, because you it lead to a dangerous stimulus; will you kin expand that answer a little?—It is the first in I have given my attention to the subject; occurred to me that the system might be open some danger.

3542. That is the danger which you apprehen The danger of getting up at a particular in an annual competition for instance, a very posing show of works, without sufficient referen

to the objects of the department.

3543. Do you think that pupils might be pull too far, without being solidly grounded? I think that the kind of works they might invited to produce might be more taking, use an intelligible word. I do not suppose examiners would be easily influenced by such exhibition, but that is not so important as

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pisdirection of the teaching; I think it might

ead to such a result.

3544. In what direction do you think it would o so?—For instance, in the department of ainting, there might be attempts to get up those ainting, still life which we sometimes see, and hich are generally not very creditable, but if a reater attention were paid to them it would reater attended to work and to sold like a very advanced study of art, and to rdinary observers it might seem to be a great

3545. Something in the nature of humbug, in act, you think?—Yes, if you choose to call it so. 3546. But the examiners would not be caught w that, would they ?—The examiners would not e caught; but the results in the school as reards the misapplication of study would be the ane; it is a mere supposition on my part. I do ot lay any stress upon such an objection.

3547. Has your attention ever been called to he system as it is at present established with egard to payment by results?-No, it is new to

3548. I may say, generally, that it consists in ttaching pecuniary prizes which are obtained, ither medals or medallions?-I am not aware

hat that is a new system.

3549. It is much more extended than before. Would such a system as that be objectionable, he prizes being limited to the course of the Deartment?—I do not see any objection to adding noney prizes to the others. I believe they are lways very acceptable to the candidates.

3550. The school receives the payments, not he pupils?—Then I return to my former objection; I think it is questionable.

3551. Even though it be limited to the course aid down, which you have called the stereotyped ourse of the Department, still you think it dangerous?-For one year I think it would be; but if he results were to be judged after, say five years, think it would be safe. The school receives, as understand it, so much upon each work of art f particular merit that is produced; that is the

rinciple now.

3552. You think that is dangerous?—I do not ay positively that it would work ill. I only ay it is open to a certain danger; for instance, n objection was made to the length of time which tudents sometimes are tempted to give to paricular works. If the object were to produce ery elaborate and highly-studied works to make n impression, then that would be a source of anger; that they would employ too much time ver things that were not really worth it.

3553. You do not think that even with the two afeguards of having a strictly defined course and ompetent examiners, the system would be free om danger? - There would be those safeguards, nd I think those safeguards would probably be ufficient. I do not wish to lay any stress upon he observation which I made as to the danger; I erely think the system may be open to some

3554. Mr. Bruce.] With respect to the exmples, the monotony of which has been comlained of, is not there a higher part in the ourse of instruction where the subjects and xamples are not prescribed?—In painting and applied design that is the case; of course, in 08e still life pictures that are sent up the stuents are free to group the objects as they like, nd that amounts to practice in art in its ordinary ceptation. 0.53.

3555. Does not the student, in fact, pass a great part of his time in studying subjects not prescribed to him with the subjects of his own choice?—Certainly, the more advanced students D. Maclise, do 80.

3556. With reference to design especially?-With reference to design especially.

3557. The examples, as I understand, are enforced for the purpose of testing one work

against another?-Yes.

3558. Mr. Maguire.] I gather, from what I have heard of your evidence, that you are prepared to defend the existing system entirely?-Yes, as far as I can judge; my attention is given principally to the application of teaching to the arts of design and the study of the figure; my belief also is that the system of instruction, with regard to applied design, is excellent of its kind, but I am not so competent to express an opinion on that point.

3559. Are you of opinion that the routine system is rather too restricted?-No; I pphold

the routine system.

3560. Are you then for sameness of examples?

3561. Do you think that that is conducive to the promotion of taste?—Yes, the examples are assumed to be well selected, and the students, of course, are always changing, and, therefore, they cannot complain of a want of variety, because to each of them the examples are new.

3562. I think you made some statement to the effect that it would be well if the Central Department would attend to suggestions from local

bodies?—No doubt.

3563. Would you take the local bodies, including the managers and masters, to be very fair judges as to the influence of these examples upon the student, and, therefore, of the progress or retrogression in their schools?-No, I would not; because I think when they object to the irksomeness of the teaching, they cannot judge of the effect of this teaching upon the students; it would be very easy to lead the students to feel the same disgust which they experience; I think that that would be wrong.

3564. What is the value, then, of your recommendation, that the Central Department should attend to suggestions from local bodies or schools? Of course it would depend upon what those suggestions were; it does not follow that every suggestion that might be made should be implicitly followed; very often Mr. Maclise and myself have made suggestions which have been attended to or not, as the superior judgment of the Department may have thought fit to decide.

3565. Are you to assume, then, that the judgment of the Department is superior to that of those bodies who are the rank and file of the system and carry out the work ?--Most unquestionably it is; if it is not, the system is worth

very little.

3566. What suggestions on the part of a local school or body would you recommend the Department to attend to?—That would depend upon the nature of the suggestion; if you could give me an example, I would venture to express an

opinion.

3567. To what class of suggestions would you at all attend, if you think that there is superior knowledge in the Central Department?—For instance, if a provincial master were to say-"Your recommendation that the back ground should not be very highly finished is, I think, not A A

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wise; I beg to suggest that the student should work for three months on the back ground: "that would be an unwise suggestion, and would not be listened to.

3568. If the great majority of masters of provincial schools unite in a suggestion to the Department, do you think that the Department might fairly defer to the combined suggestion?—Still, if I had to express any judgment upon it. I should like to know what the suggestion might be.

3569. If it be the general opinion of the masters that the examples are very inferior, that the selection is often times bad, and that it is prejudicial to the school to have the pupils set to the same work, year after year, would you be inclined to defer to that opinion, or to reject it because there is superior judgment in the Central Department?-The superior judgment, of course, is after all a matter of opinion, but if I were to be consulted upon the question to which you have referred I should have no hesitation in expressing an opinion. If such objections were proposed to me, I should say - 'You are quite wrong; if you were to change the examples, probably you would change them for nothing better; they are well adapted for their purpose, and if mere novelty is the object that would not last long.

3570. As to the inferiority of the examples, are those men, throughout the country, or a great many of them, competent judges of what is really inferior, and believe a certain standard of excellence?—I cannot tell who they are.

3571. Have you any knowledge of the position or opportunity of those who teach throughout the provincial schools?—No, I have not; but the mode in which you put the question is sufficiently strong. I assume, from what you say, that the masters are nearly unanimous in wishing for a change.

3572. They are nearly unanimous, I say, in expressing an opinion that the examples are not the best that could be obtained, and that many of them are very inferior?—All I can say is, that I do not agree with them; I think it is an objection which has no weight.

3573. For instance, have you seen the cast of

the thistle?-Yes, I remember it.

3574. Do you consider that a good one or a bad one !—I have seen a good cast of it; I think it is a very proper example; of course each particular east should be a good one.

3575. Have you seen any of those which have been sent to the schools?—I am not sure, but I assume that what is sent to the schools would be similar to the example with which I am acquainted; that is a very good example.

3576. So good, I suppose, that it could not be replaced by a better; is that your opinion?—I do not think it would matter much; you might have a variety, but I do not think you could have anything better; this is a cast from nature, and certainly all the casts may not be equally good; there may be an objection upon that ground; I assume that it is a good cast and then, I think, there cannot be any objection; you might substitute a cast from some other plant, but it would be very questionable whether there would be anything gained but mere variety and change.

3577. I understand, then, that you would not be inclined to defer to the opinion, however numerously expressed by the masters, that such an example would be had?—Yes; I should respect

their opinion; but I should reserve to myself the right, if I were consulted, of expressing my on also.

3578. In fact, you would place unlimited conf. dence in the superior judgment of the Central Department; am I to understand that?—I should from my experience of the great care with which everything has been selected, with a view to

normal teaching.

3579. To return to the original point; of what advantage is the expression of your opinion that the Department would do well to attend to say gestions from local bodies and schools; in fact what suggestion would the Central Department so confident in its own superior judgment, defe to?-It is I who express my confidence in the superior judgment of the Central Department I do not know that they are to be accused a being very self-sufficient; I have great conf. dence in their intelligence, judging from the nor, mal system which has been established; I think it is so wise, that it implies great knowledge and discretion upon their parts; I can quite under stand that there might be suggestions which they might listen to and adopt. The instance that you have been good enough to give me is oals one instance, and I do not see the force of it. but I would by no means go so far as to say the no suggestion that could be offered should be attended to.

3580. Who constitute the tribunal to whom a matter of this kind would be referred?—I suppose the Board would have a voice in it.

3581. Who are the Board; what gentlement are they whose superior opinion you would bow to?—The Art Superintendent is Mr. Redgrave; and in these examinations Mr. Maclise and myself assist him in his decisions.

3582. Do you think that the opinion of the other members of the Board, excluding yourself and Mr. Maclise, ought to outweigh the opinions of large number of the masters in the country. I am speaking of this Board as the tribunal; I should refer you to Mr. Cole and Mr. Redgrave

to define who they are.

3583. With great respect to Mr. Cole, however eminent he may be, do you think that he opinion ought to outweigh the opinion of 30 or 40 masters?—First of all it would be necessary a ascertain really what the tribunal is, and who compose it; when I mentioned Mr. Cole, I on named him as the head of the establishment; but Mr. Redgrave is the Art Superintendent, and he, no doubt, would be called upon to give a opinion upon all these questions.

the United Kingdom many men of real ability both as artists and as teachers, conducting the schools?—Yes; I have no doubt of it.

3585. Do you know it, of your own know ledge?—I do not know them, but I believe them are a great many eminent men amongst them who are well qualified.

3586. Do you, therefore, think that suggestions coming from them ought to be treated with

respect?—Yes; no doubt.

3587. And that some consequence ought to a sult from their representations?—That would depend upon the character of the representation 3588. And the opinion which the Department

3588. And the opinion which the Department would form of it?—Yes, you have no other thority to decide.

3589. We have heard complaints from master that the drawing examples were bad, and the

figures were out of proportion; that there rere glaring anatomical defects in many of the rere glaring I do not know the actual examples ren them; I have not heard that complaint

grove. If a statement to that effect were made 3390. 12 school, would it receive practical attention on the Department?—No doubt of it; but the on the uestion is whether it is right or wrong.

3591. As it has been stated here, I suppose the tention of the Department will be called to the haracter of those examples which have been bjected to?—Yes, I should hope so.

3592. If the masters examined here have been f one opinion, that it is prejudicial to the school have the same examples and the same work to o, year after year, do you think that they ought be entitled to a fair consideration on the part of be Department, or would you reject their opinion ltogether?—I can only give my own opinion, hich may be erroneous, but I think that the exmples should be invariable; I would not have hem changed.

3593. With great respect to you, ought your doment, in a matter of which you have no pracical knowledge, to outweigh that of those who eally have to carry on the practical work ?-That of course, a fair argument; I admit that my ingle opinion certainly ought not to weigh against he opinion of many of those eminent teachers.

3594: I think you stated that the loan of varius works of art and manufacture is calculated improve the public taste; do you know, of our own knowledge, that there is a very limited reulation of those works?--No, I do not know what extent it is practised; I know that it has

een practised for years.

3595. Would you be surprised to learn that here is, comparatively speaking, almost no dif-ision of those works of art through the schools ractically?—That is quite new to me, because I ave sometimes expressed my surprise that some ery fragile things have been circulated; and the aswer has been, that no accident has ever hapened. For years past I have heard of such works eing circulated; if the practice has been susended it is new to me.

3596. Are you under the impression that obets of art, casts, drawings, beautiful articles of anufacture; and paintings have been freely cirplated through the schools of the United Kingon !- That is my impression; I have often eard of it. I have never seen them in the pronces, but my belief has been, and is, that they

ave been freely circulated.

3597. Would not you be rather surprised, and ould you regret to hear, that the circulation of hose objects is of the most rare and limited chacter?—I should regret to hear it if it were so; at I remember being much struck at the bold-1 ss of circulating such objects at all, when the dem was first adopted, more vespecially objects hich are fragile. hich are fragile.

3598. Are there not harry objects beautiful d valuable in themselves which are not fragile, ad which might be circulated freely !- Yes your e same time I give great credit to those who ignated the system. If it has not been kept up much the worse, but it could haidly have en expected that certain things should be circuted; I always thought it a very happy thought, dever originated it, to circulate specimens of

3599. And you would wish to have that idea 0.53.

fully and practically carried out, would you not? -Yes.

3600. You wish for the widest possible diffusion of works of art?-Yes, consistently with their D. Maclise,

3601. (To Mr. Maclise.) You stated that you were disappointed with the results which came 9 May 1864. before you at your inspection; what was the idea that struck you when you saw those different works from the country ?- I have often been disappointed not to find a greater number of excellent examples when we are called upon annually to examine the works sent in. And when I have reflected on the great pains and vast machinery brought to bear with the object of fostering and elevating the public taste in this department. have often felt disappointed in the results.

3602. You thought that the result was very poor?-Sometimes, in carefully examining these works, I have felt myself annoyed in being called upon to give an opinion as to some very poor, and even puerile, specimens exhibited.

3603. In fact, you seem to think that it was a very poor result from all the trouble which has been taken; was that your idea? Toonfess such as often been the very thought that passed through my mind, when judging of many of the

3604. It was your idea that the works did not realise the expectations which you had, or were led to have, at one time?—Certainly not, in all

cases.

3605. It was a very poor result from all the national outlay, in your opinion?-Yes; it is not my own opinion only, but I have heard others agree as to that general sense of disappointment alluded to.

3606. If I mistake not, you drew when you were a boy in the Cork School, did you not?-Yes; there was a fine collection there many years ago, before schools of design existed; but there was no tuition and no reward.

3607. You know that there is a very splendid collection of casts in the Cork School? - Yes.

3608. Do you think it right to prevent a pupil of the Cork School from receiving a prize for a drawing from these casts? Certainly not; but subject to the limitation before alluded to.

3609. In fact, do you know that if the very best works were produced from those casts, they would be attended with no results as to obtaining medals by the persons who executed them?-No. I I believe the examiners have awarded a medal for great excellence, when the conditions

of competition have not been observed.

3610. Those works not being upon the list of the Department, the students would not receive prizes for drawings from them; do you think that it is wise of the Department to limit the prizes to particular works ? I myself think a differing set might be fixed upon each year, and still afford the examiners every necessary facility for correct judgment; bat I do not see that prizes would be refused to those specimens if dent in, and of great assume that it is a good carlinging

Bold . If not upon the list; would they not be refused? I should think not; but no doubt it is expected that the list should be observed." It too

3612. Supposing you were told by the teachers and by the heads of the Department that such is the case, would you regret that it is so?-I certainly should rather regret it. I am not at all prepared to say that a prize would be refused to any good specimen that would be sent in, leven A A 2

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Sir C. L. - though it was not a drawing from the list pure Eastlake, scribed ... I think that very often we have he warded specimens, no matter under what imegular D. Muclise, condition they were sent in noiseffith out ve

36136 (To Sir Charles Eastlaks.) You stated that you did not like the principle of paying according to results odo you know that the results by the New Minutes are limited to the works of the artisan classifier I was not aware of that.

3614. Would you think at wise to limit the advantages of results to a class not very likely to realise them, or the least likely to realise them, namely, the mechanical class? -- I confess that I do not see the reason for dimiting them line that

3615. Dol you think that the artisan class are those who would be most likely to work for towards? I do not think that they would be less likely than others.

3616. Do you not think that their attendance is more likely to be arregular? Yes; import that

ground, perhaps, your view is correct.

3617. Are they of that intelligence, or have they received that education, which would inchie them to make exertions in art study?++Of course their exertions would be made in the particular department with which they are ten versant; but I quite agreenthat: their opportunities of nattending the schools may not be so frequent, and therefore their attendance may not be so regular; -upon that ground, perhaps other are not sookkely to commete:

3618 With regard to drawings from casts, you state, do you not; that in order to judge of the relative merits of each work sent in for competition they must be all from the same example or

model ?-Yes.

3619. Would it not be possible to judge of the superiority of the work, even though the drawings were from different casts in for example, one from a Venus, another from an Apollo, another from the Laccon, and so forth ?- No doubt it would

be possible.

3620. Is not it not only quite possible; but very easy, to judge which is the best of different works, taking the largest range of casts you please to draw from? - It would be quite possible to decide; but then, if you leave the student to select his example, he might be more fortunate in his selection than another student. Take the drawing from a statue in the round: a student might be more fortunate in his light and shade; and in his view of the figure, and so on, than his competitors; whereas, if the conditions are equal, the trial is more just.

3621. Then you should have the light in each school the same, should you not?-- I believe it is

generally contrived to be so.

3622. You do not think it is an impossible thing for a judge to say which is the best drawing; although the drawings are from different easts? The merit of an example or the beauty of an example might influence-the judges to snottombour

3628. Dolyou think that iblewould be wise to extend the frombei foff texamples ? That is a suggestion worth attending to I would begeto remark upon the question which you put to Mr. Mackise as to drawings from objects not in the prescribed class; it appears to me that if you were to reward other works, you would establish a practice which might lead to inconvenient consequences; the cases should, at all events, be special and exceptional.

3624. Do you know that in lorder to induce

their pupils to exent themselves as much as posible to obtain a knowledge of arts the teachers scribed limits, and allow greaten freedom them 2-1: think you mentioned good drawing having been made in the Cork School

3625. My question applies to all the schools of to many of them be Liquite agrae in thinking that the masters might be bempowered to see especially meritorious works, no matter whether they came within the prescribed class on notice

B626. You would give prizes for superiority these works, would you not; you would open the to medal competitions To Yes, III I am speaking works that are beyond the prescribed class, and independent of at; I think that the masters mich have the privilege of selecting any works which they thought very meritorious, and that su works might be sent up and judged of accord manufacture or

3627. Mr. Ewarto Is there not stage of the training at which a pupil might advantageous go beyond the elementary part of his education and when the opinion of the local bodies mich begin ito operate as: to his future progressia there nd intermediate point at which the pur might step from the instruction in the gramme of art into its practical application to some man. facture 200 The production of designs applicable to-manufacture is going beyond the elementar training; and that, I believe, is already practised

3628. There is an intermediate position between his acquirement of the principles of art, and the application to the manufacture, which he would probably have: to follow? The stithe donnection between the two branches does exist, and if it extended into practice in making designs for manfacturemin

3629. There would be apperiod at which the instruction would become practical, instead of being centirely elementary ? Xes & but I think that an independent elementary teaching is in dispensable.

3630: Dodyou happen to know how far the system of elementary instruction in articalopted at South Kensington has or has not met with the approval of enlightened foreigners? No.

3631. You have never had an opportunity if ascertaining their opinion? -- No. 1

3632. You appear to have some doubt as to the time when the circulation of works of art and their exhibition in the country was first reconmended? I said that when I became aware the the system of circulation was adopted; I high approved of its plan of this bloom sho

3633. Are you aware that it was recommended by a Committee of this House in the year 1836? I find this passage in the Report of that Con mittee: "Casts of the best specimens of scul ture might he advantageously transmitted for the metropolis to the different towns. Casts at cheaply supplied in Paris under the superinte dence of an artist; and a tariff, indicating the several prices; is issued for the benefit of publicl wo This example is worthy of imitation But, besides casts and paintings, copies of arabesques of Raphael, the designs, at Pompe specimens/ from the eras of the Revival of Arts (everything, in short, which exhibits combination the efforts of the artist and workman) should be sought for in the formation of such institutions ... They should also conti the most approved modern specimens, foreign well as domestic, which our extensive commen

ald readily convey forus from the most distantal ald reach globe." That seems rather a nters of the formation of a museum.

ass of the best specimens of sculpture might by the means of speaking of writings advantageously orransmittedition by inite see tit was distinctly recommended.

635. You expressed some opinion as to deless mary education of Yesov suoriotivent vilaises mary construction of that the instruction of people in art was recommended at that period Les: the words are these: "It appears the Committee most desirable, with a view to ple, that the principles of design should form ortion of any permanent system of national eation." That is very strong, and is decidedly favour of Schools of Design, whether they er to manufacture or not.

6370 Mr. Barleyi I understand you to say trou are an approver of the establishment at go beyond the elementarsa for unitary 838. And probably also not schools and the vinces 204 les grassuning that those affiliated of ools in the provinces adopt the general prinal 1639. Dogon think dian without the Kensingwould have tadranced grain apidiutas tituliasot ment? Tes, a very good list My bpinion is that lit would decidedly baved advanced as lib hast domes of think that

ink, when the study of artuand the attainment mt, might be left to woluntary enterprise ? -- I ould be very glad to say that such a time hade ived but I downots think wit whas adding siet, nigh we may hope it with come luow noiteurismi as 1. You are dware that the expenditure is ry heavy, perhaps somewhat lavish, at Kengton, and that it has become somewhatere icted to the provinces; do you think that a per and distriminating difference exists abeeen the two ?....I am mot aware wif a difference ween the two, but I should venture to express hope that the schools in the provinces might t be deprived of any of the means they have herto had, but crather might be usupported

642. Then you would probably approve of antiultable distribution of fewards to promote article in London and in the provinces for Assume Are you aware that it was

t the works would still be judged in London 8643. Probably the standard of taste unight bed London? Wes, Il quite ingree in that case; II ik it is very desirable that the working of those wils in the country should be promoted; in our 6448 (To My Muchisty) You were speaking! etime ago with we beautistiff the beaching of partito an artist: and a tariff, indic 8645. Isit not probable for at least possible that tident may have acquired quertical knowledge h of form and colour, and ver ar blic dame! emet possess the art of giving effect to that wledge which the has attained & Most cerly he may have a very great faculty and er of judging, in respect of form and colour, igh he may not be able to express it by his h respects, yet fill in exhibiting either in his

3646. In that case the result would not be Sir C. L. visible?--Certainly not the satisfactory result.

3647. Yet public taste might be greatly bene- P.R.A., and mineridation of the beginning it fited by the diffusion of such acquired knowaction of the electron of them?—Mos; it saws it ledges might it not?—Yes, certainty, if diffused fited by the diffusion of such acquired know- D. Maclise,

3648 Mr. Gregson. (To Sir Charles Eastlake).] Do you think that the continuation of the same specimens affords sal more certain stest of seomparison of progress than if the examples were frequently changed ?-Undoubtedly; that is the reason why Mr. Maelise and myself recommended it strongly in the first instance inadoun edit

3649. Do you object to rewards upon results; ob the Commune the Commune the Constitution of th able a to a gives - prize of a pont results ? -- Utlone the rould be most likely si tivknikt besloww

3650 I think you made some objections to it? The system was new to me, and I expressed all little apprehension as to the working of it, but as I said then it: was a passing opinion; and I might ground, perhaps, your vitivibianosar of boulding

3651. Upomthe whole, do you think it is better to give a stimulus dto the production of special

works? Certainly: tra ni noitrexe esam of medi 3652. Mr. Arthur Mitts. You have been asked! les which emmate from the Department: ugin some questions as to the datitude in the selection b of-leasts in local Schools of Alt : his there not a establishment and the schools in the country at very extensive hist of casts issued by the Departer

3659 Some time ago/biliad occasion to presentit some casts to an institution, and I was furnished phase been rery instrumental impromoting with a list comprising casts from all the principal objects in the Britisho Museum and elsewhere; 2640 (Then the time has not arived, young does the system still prevails of granting aid to those who wish to possess casts, from the public funds?—I am not aware; I must refer your tour Mul Redgrave for an answer to that question!

3654. With reference to a question which you were asked, as to the application of the principle of paymento by adsults to articulation, do you a think that anyl special objections attach to their application of that principle to art education, beyoud those which belong to the temptation to masters to attempt to produce brilliant results in individual cases, rather than to apply their endeavours to elevate the whole mass of the pupils under their charge? No, I do not think there is any great temptation; it was a mere suspicion of a possible danger that I hinted at, but I have very little question that it might be attended with good fortunate in his light and satisfact

8655. Asiit a danger somewhat similar to that; which is often said to attach to our public schools, that boys of particular talent are the object of particular attention on the part of the masters, and that the rank and file are not taught so much? -Perhaps so, and I am not even sure that the result would be bad; it supposes that the waster givesvispecial dattention to as promising students and forces dimition at the expensel perhaps offer othern fromed wish to give great effect to the productions of the eleverstudentini Idla not knows that the result would be objectionable, although ingiving Mistruction the attention aught one doubts to be apportioned equally to all the students cons

3656: Your attention has been directed, has it not to what is called the national medallion? appears to me that if voll

3657. Have you not seen the prize which is given for mational competition & I think I have

seen the design. Ils is abbuild assess and essenting 3658. Do you know by whom it was designed? If I have heard, I have forgotton, of 3659, Has A A 3

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3659. Has your attention been called to it? Yes. I have seen it

3660. Have you formed any opinion upon it as D. Maclise, a work of art?-I think it a very beautiful work.

3661. Mr. Crum Ewing.] Do you not think it is a little immodest to put into the hands of a lady? -It may be open to that objection; where there is no absolute impropriety, I am afraid that is the last thing artists care about. It is open to that objection, but it is a beautiful work of

3662. With respect to the New Minutes, the masters are to receive payments upon medals taken in certain stages only; would that not have the effect of discouraging pupils from working at drawings of examples, suited to their own peculiar trades in some instances?—I confess I do not see how it would have that effect.

3663. If the master is to be paid upon certain medals being taken, it would be a loss to him if his pupils were drawing from models, and from things suited to their own particular trades, instead of drawing from certain examples in the Department's course, would it not ?-Yes, in that light the system might be objectionable.

3664. It is more difficult to judge between two drawings from casts from nature, if one is from a vine and another from a cherry, than if both are from one design; of thistle leaves, for instance? It would require more time and attention to discriminate between the examples, than if both the drawings were from the same example.

3665. You would prefer their being from one example, then ?- From a limited number of ex-

3666. Mr. Edward Egerton. I think you said that you did not see any reason for limiting the payment upon prizes to artizans alone?-No, I do not see any reason why the prizes should be limited in that way. There may be some good

reason that others can give.
3667. I think you uphold the principle of giving the same examples, upon the ground of its being very convenient to the examiners? Yes: that is one strong reason in favour of it.

3668. Do not you think that it would be much more beneficial to the pupils if a variety of examples were sent?—I do not see that. If the amples were sent ?- I do not see that. pupils have to copy once from a given example, it is fresh to every student: it is a new thing to him. If he had to make several drawings, then by all means let the examples be varied.

3669. Do you not think that the course of teaching a set of pupils for Sheffield, and for Macclesfield or Nottingham, would be very different, the one being concerned in lace and silk manufacture, and the other in hardware ?for mere elementary drawing. The acquisition by the student of freedom of hand, and a certain power of copying what is before him, supposes a kind of teaching which should be the same to all; but the divergence soon begins. As the student advances and devotes himself to a particular branch of manufacture, then the stress

night be laid upon another part of the teaching. 3670. We cannot have a better opinion upon a subject of art than yours; do you think that art has advanced very much in this country in the last few years? Generally, I think it has.

3671. Do you think that a higher class of art

is produced? Yes. By a higher class of art I do not mean historical painting, although we have the highest examples of that also vin this very

building; but in general the practice of painting and in a great measure of sculpture, in country, does not lead to what are general understood to be the higher departments.

3672. What were the classes which you alludto in this building? Though he is present, I allo to the paintings of Mr. Maclise, and to those Mr. Herbert.

3673. Mr. Ewart. Of late years there has been a greater study of nature by our artists, h there not ?- Yes.

3674. Was not that very much to be desired Very much. I also remember the time (I thin the time of that very Committee to which referred), when there was a great complaint the overwhelming quantity of portraits in Exhibition, as compared with works of inve tion; I do not think that such an objection com be made now.

3675. Mr. Adderley.] You seem to conside that there has been a very marked advance; the taste of manufacturing designs in this com try, and that it may be to a great extent att. butable to the Schools of Design, and to influence of the Government Department?-Ye that is my opinion.

3676. Which do you think is the most effects

part of the influence of the Government in stimulating art, the examinations and prise given by Government, or the training of mast and the circulation of examples !—I am not qui prepared to compare the two, but I think the both work well together.

3677. Do you think that if the Government confined itself to the training of masters for the places which chose to pay for them, and the culating of examples to those who chose to the them, and abstained from the undertaking of e aminations and the giving of prizes, the promot of taste in design would be less?-I think the the diffusion of a sound taste through the count would not be so likely to be the result. I different masters would in fact take the place the Central Department, and their tastes won differ, and no doubt there would be a gr variety of teaching, and a great variety of result and a difference of taste; I think it is essential if you can constitute such a Board, that the should be a Central Directing Board. I, in vidually, think the present direction a good But looking at it only as a principle, I thinkt the principle of a directing centre is better the leaving the control of these things to any number of masters, independent of each other.

3678. Is not it the fact, that all the massing being trained in the same department, guarant quite a sufficient uniformity of teaching?-I understand what you have stated, it supports the central control to be done away with seems to me that there should be a Central partment to judge of the training of the ma themselves, and of the results which might place under their teaching.

3679. My position was, that there was alteral Department, whose business it was to masters, and to circulate examples; uny local which chose to provide means for paying them? And, as I understand, without sent up specimens of the realist and the example of the realist and the r up specimens of the results.

3680. There might be an annual national hibition, but I am supposing the ressation inspectorships and the examinations and partitions the training masters would not be empowd to distribute prizes?—I think I should prethe present system.

the present that the stimulus of prizes geessary to maintain the local schools?—As pared with the other plan, I think it would be

ly to attain the object better.

(682. Chairman.] I wish to ask you distinctly h regard to a question which was put to you now, with respect to the national medallion; you think, looking to the class of persons, ales and others, who obtain it, that it is objecable on the score of indecency?—No, I do think it amounts to that; but, as I said before, who are conversant with works of art are very keenly alive to objections of that kind. ave seen the design before; I looked at it as larming work of art. It did not occur to me there was anything objectionable in it; at same time, I should regard yourself, for ince, or any Honourable Member of this Comtee, as a better judge upon that point than artist would be.

683. The objection having been taken, does that seem to you to be a reason why it should

hanged?-Yes.

684. Mr. Maguire. Will you take this exple in your hand (handing a drawing to the ness); is it within your knowledge that that ne only example of architecture issued by the partment upon which a premium can be ob-ed by a pupil?—This is the most elementary e, I presume; if so, it is hard work enough a beginner.

685. Will you look at that elevation (handing ther drawing to the Witness)?- Nothing can be e primitive or more simple; but I under-d that it is the very first lesson for a beginner. not think it objectionable for a mere beginner. 686. Are there any other examples of archiare than that issued by the Department?—I

687. Would you advise more variety in the uples of architecture, in order to develope I-I have seen very elaborate designs for dings sent up to the annual exhibition at th Kensington; some of them have been very

688. Have any other architectural examples ny stage been issued by the Department, save

!—I am not aware.

689. I mean for domestic architecture; for s, cottages, mansions, and so on; have you that (handing another drawing to the Witness)? hat is very good.

3690. Do you think that a house like that would be suitable for a man of moderate means? The object is to teach the students precision in architectural drawing.

3691. My question would entirely refer to domestic architecture; do not you think that it ought to be the duty of the Department to en- 9 May 1864. deavour to stimulate taste in that direction ?-No doubt. I would beg to observe that those designs to which I referred as being sent up, must have been invited, or must have been the result of some proceeding on the part of the Department. They were not copies, but original designs, and I judge of those designs as results of the system.

3692. That (handing a drawing to the Witness) is a higher stage, is it not?—Higher than the

first, undoubtedly.

3693. Do you think that there is sufficient variety in villa and cottage architecture, for instance, in the examples issued by the Department?-If those are all, I should be inclined to say that they are not numerous enough; but I must repeat that I lay some stress upon the designs which I have seen, judging of them as the results of some teaching or other; and I say that the designs which I have sometimes seen are very creditable.

3694. Would in not be better, in your opinion, in order to develope national taste in the direction of domestic architecture, to have a variety of examples sent out by the Department, and diffused

through the schools?—Very possibly.

3695. Mr. Bruce.] Are there not a large quantity of pictures by modern masters of considerable merit, although not of the highest value, belonging to the National Gallery, which might with advantage be circulated throughout the country ?- Yes; no doubt there are works which

might be circulated with advantage.

3696. Do you see any objection, on the part of the National Gallery, to that being done?-I have hardly right to express an opinion upon such a subject; I think it on many accounts desirable; but as to the possibility for the trustees, that is a question; I doubt whether it is compatible with the powers of the trustees of the National Gallery, without the express sanction and interference of the Government, to do anything of the kind.

3697. Has the subject ever been seriously considered by the trustees?-Yes; pictures by modern masters were, with the sanction of the Government, sent from the National Gallery to the Exhibition at Paris; they have been also sent to Dublin, and Manchester, and elsewhere.

EDWARD AKROYD, Esq., called in; and Examined.

98. Chairman I THINK you have taken a derable interest, have you not, in the Schools rt, and in art teaching? Yes, I have both manufacturer and also as a lover of the art. y say that my firm at Halifax is the oldest facturing establishment in Yorkshire for sks, hangings, and textile fabrics of that of the manufactures from the very first n for those fabrics up to the present time. 99. Your firm produces fancy and decorated

en fabrics, does it not, to a great extent?have an immense variety of fabrics; that ty includes the damask in which design or e is the essential feature, and morrover coloured dress goods for the London market, where

harmony of colour forms the essential requisite. 3700. Is there a School of Art at Halifax?-There is; I may say I was the originator of it; I first instituted the School of Art in connection with the Working Mers' College there, of which I am the President; subsequently the School of Art has been transferred to the Mechanics' Institution; I am still the President of the School of Art, though not the Chairman.

3701. It has been, upon the whole, a successful school, has it not?—It has, upon the whole.

3702. How many students are there? - About 500 at present; that number includes a great many probably from the public schools, and private pupils;

Sir C. L. Eastlake, P.R.A., and D. Muclise, Log, R.A.

A. Akroyd, Esq.

A. Akroyd, pupile; about 100 I think map be called the artizan classe

3703. How is it supported; by subscriptions? 9 May 1864. By subscriptions and by the Government

13704. What is the amount of the subscription? I think the amount is from 301. to 50 l. a year; I cannot state the exact amount; that amount does not include about 20 h in prizes which have been given by some of the deading manufacturers and by the Mayoro those are extra prizes given

be very easyseitrandasolved

3705. Has there been a difficulty in raising the amount of subscriptions required? Lam sorry to say that there is a difficulty in Halifax, as there is levery where out may be said, why do not the leading manufacturers come forward and subscribe? They all do, more or less, but the difficulty in inaking it School of Artiself-supporting is, that the student has no direct advantage from his . estudies; and morgertainty of consequent employ-Inientali Probably before all young man enters the School of Art, he is not aware that he has a talent for design; it is domanty. Only the other day I heard-of niease in point; Messis. Crossley; the large carpet manufactureus in Halifax, employed one of the students in the Halifax School of Design, who won almedial the now gives very valuable assistance in their designing establishment. "Unless he had gone to the School of Art; it would have been quite impossible for Messrs. Crossley to have rescentained that his had the dormant talent which was thus brought to light.

3706. Would not that consideration lead the Messrs. Crossley and other manufacturers to subscribe to the support of the school, as being likely to bring out-talent where litewould be otherwise lost 24 They dorsubscribe; but you will understand that the leading manufacturers do not consider themselves called inpour to subscribe for the general benefit of the community in You must divide the benefits of the Schools of Artainto direct and indirect benefits ; and then sub-divide the direct benefits into the benefits to the designer, and the benefits to the manufacturer. I have a letter from the Halifax head master, Mr. Ryan, from which it appears that since the formation of the school about 11 or 12 designers have been trained in the establishment.

3707. Have the designers trained in the Schools of Art to any extent superseded the foreign designers?-Very much son I will go back to the history of design in the damask manufacture. I may start from the outset a originally our best designs were borrowed from the old Chinese silk damasks: after that we borrowed designs from the paper manufacture, and copied such designs as that upon the walls now; that was the next stage: Subsequently, one of the most valuable designers I have had was trained at Paisley.

3708. In a School of Art P. No; it was before the institution of the Schools of Art. I am showing that it was almost impossible at that period to get experienced designers to assist us for our www.purposes.or Beford the School of Art was established, I had a young pupil under a private 8 drawing-master. Since the School of Art has been established, I have made it a requisite, that any young men whom I employ as designers shall get lessons at the School of Art.

3709. Do you consider that, upon the whole, the Schools of Art have produced a marked effect upon the taste of the goods with which you are principally conversant? A very great and remarkable im-

provement has taken place, but I think that improvement is by no means confined to the effect of the Schools of Art., It results very from the indirect effect upon the taste of the chasen. For instance, to prove the necessity raising the general level of the taste, I may another example from Messus. Crossley sest ment. At the Exhibition of 1851, Messrs. Cro. exhibited a design for carpets, which was demned by all the critics. Mr. Crossley said shrewdly, "This condemned pattern has the most successful I have ever brought out there has been the largest demand for it, is been the most saleable," I mention the show the general necessity for raising the le art oulture, some sids demodification

3710. I suppose the manufacturers are ferent, so long as they con sell, their goods whether they are in good or had taste afraid the majority of them are, because your remember that a great many of the manufacture are men who have made their own fortune. are very often men of great natural shrew and ability, but not of cultivated taste; there their leading principle is at produce that at that will sall irrespective of taste or design anything else immaterial to this purpose,

3711. The attention of the English and for public having been of late years very attracted to art and taste by these exhibit which have been held from time to time, is in now a matter of importance to the British me facturer to produce goods in good taste, to pete with his foreign rival ? No doubt that is and whereas formerly all our designs were ported from France; now we do not apply France for them, I will quote another case carpet/ manufacture, as well as from my business, because Lapprehend that the Commi want a general idea of the subject Me Crossley had formerly one French designeralm whom they paid 1,000/. a year, Probably they in the air of Halifax was not very favourable to production of tasteful foreign designs, and arranged afterwards to let M. Jullien re to Paris They got designs from Paris, but by year fewer designs came over from Pa they had improved designs from our owndering and that improvement is, I think, attributable Schools of Art.

3712. Do you suppose that if the Government withdrew all their support from provincial Sd of Art, the manufacturers would find it interest to keep them up at their own expen I think if the grants were withdrawn schools would go down The manufactu might each train one or two designers, whom might send up to London to be trained in central school, but that would not raise general taste of the purchasers.

3713 Do you think it would satisfy requirements of the manufacturers if the school were kept up in London, to which pen might be sent from the country to be train designers, and the schools in the country given up altogether? No. I think the mexpended upon Schools of Art by Gorens is self-productive; it has very greatly income the demand for English goods abroad, and I the estimation in which our goods are held foreign purchasers, from the improvement taste of our designs.

3714. Do you think that the persons who tribute by the payment of taxes to the

Esq.

evenit which the schools produce ?— I think they h: the amount of benefit derived from the o: the amount rovincial schools is much more than the amount spended upon them; that amount is only about lalifax to raise a rate for the maintenance of the hool of Art ?- No; I think if any such attempt rere made it would be perfectly futile: the rates n most of our borongles are excessively heavy for after and gas, and various outlays; it would be nite impossible to raise money by a rate for such

3716. Then, although this money that has been xpended on Schools of Art is, as you say, reproictive to the country generally, you do not hink that the expenditure on the part of the nanufacturing towns themselves would be conidered reproductive to those towns? Not pecially to the town itself, because it is not pertain that the students will remain in the town, nd they may migrate elsewhere. There is one branch of instruction which is very important in a nanufacturing town, I mean mechanical drawing: nechanical drawing involves a more economical pplication of industry, because, whereas, formerly he mechanic used to make experiments and judge f the size of his machinery and so forth, by what vas called the rule-of-thumb, he now may join lasses formechanical drawing, and learn it to such good purpose as to be able to put a design for a machine upon paper and elaborate it there, before my models are made. An immense saving thereby rises from avoiding foolish and rash experiments. 3717. Do you attribute that to the working of the mechanical classes in Schools of Art?-Not. entirely so, but very much so.

mechanical drawing taught in the Schools of Art s?—I have seen the designs; I do not know whether they have emanated from the Konsington: 3725. Will you give us that information?-The arranged afterwards to let classes there.

ax Schools of Art 11 students for that branch made it a condition that he should attend those classes for mechanical drawing.

sed for the binstruction of those students?—I do not know how many there are of them. sued, and the present drawings are old. worn-

which the schools produce ?—I think they exhibitions, derive in their two these annual M. Akroyd, exhibitions, derive in their turn great benefit indirectly from the schools.

3722. Have you ever had the Travelling 9 May 1864. Museum from the Department at Halifax !—1 spended upon the Department at Halifax !—I 1,000 l. a year, I believe; I think it is upwards meannot speak to that. I may observe that the fit,900 l. according to the published Returns. : "Idesigns sent down are your book that the 11,900 that there ever been an attempt attribunder, and entirely wanting in originalify. The students get perfectly tired of and almost disgusted with them. It strikes me that, with the facilities now afforded by photography it would be very easy to give a greater number of applied designs. It is not merely necessary to draw a flower or a leaf as it is in nature, but to form it in geometric proportions. For instance, in the paper upon the wall the natural form is a pine, but it becomes a conventional pine, surrounded by lines which mark it out by divisions into squares, and that is absolutely necessary for textile fabrics. That principle of applied designs is quite in its infancy, and might be worked out much more than it has been hitherto.

3723. Do you think the schools do all that they might do in improving design?-Certainly not. I think there are two great evils: first, the change of system, together with the reduction of the grants to the provincial schools to the starving point; and, secondly, the want of more numerous designs and greater originality in them.

3724. Has your attention been drawn to the New Minutes of the Department for altering the mode of payment?-It has. The other day, when I heard that I should be called upon to give evidence this morning, I telegraphed down to Leeds. There is one of the largest Schools of Art in Yorkshire there. I have some information from the Leeds School of Art, of which I know something personally. If the Committee like to 3718. Are you aware what the system of hear some information which I have received upon this particular point, I will glance through

Museum or not, but I have seen designs in the chairman of the Leeds School of Art is Mr. James Tou Holeum He has devoted immense time and labour 3719. Do you think that sufficient importance to it, although he is a man of limited means; he s attached to that branch of education by the is a great enthusiast in this School of Art. I Department?-I see that there are in the Hali- "think it is chiefly through his instrumentality that a new and very beautiful building is about only. The other day I placed an apprentice with to be erected for the permanent establishment of person in my establishment, my foreman, who the Leeds School of Art by a pupil of Mr. Gilbert is a very clever designer for machinest and well Scott. This is the report of Mr. Hole: "Leeds, 6th May 1864. I send by this post the Leeds School of Art reports for the last four years, 3720. Do you know what books or models are giving a detailed account of the progress and success of the school, from which I trust you have seen the drawings of the steam-engine. I will be able to gain sufficient information for your I purpose. The number of pupils at present under think, perhaps, that many more drawings might be instruction by the masters of this school is 5.936; of this number 5,001 are children out, and threadbare: there is too dittle novelty in not public; schools, 1587 pupils of middle-class he designs, out administration and to suremeringer - neschools. 370/school-teachers and pupil-teachers, 3721. Have you et or heard a complaint anadair and 348 students of the Central and Branch hat a sufficient mumber of medals was not haverded side of Arte! Then he gives the progress of students in the electionical drawing classes? - the school, In 1859 there were 2,069 pupils; in have heard no complaint of that kinds . I may . 1860 there livere 3,420; in 1861 there were ay that I think the local exhibitions annually 3,703; in 1862 there were 3,166; and in 1863 re quite as important as the central one in a there were 5,936; so that there has been a very endon. At the annual exhibition at Hulifax, the marge increase since the last return. . The entry in the neighbourhood send a good many annual subscriptions towards the support of the their paintings; and the result is that from the Leeds School of Art in 1863 amounted to vay in which those hoards of apaintings are of 226.13.6 ds, an advance upon the subscriptions mought out for public exhibition, there is a of 1862 by the sum of 204. This increase was igher estimation of the bequites of high art; son the result of very great exertions in the may of

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canvassing, &c. on the part of the committee. The Government grant of 1862, in aid of the funds of the School of Art in this large, popu-9 May 1864. lous, and increasing district (in the form of payments for the masters' certificates and other allowances, the payments to Artapupil-teachers, also grants on account of the children who obtained rewards in the purchase of examples, the cost of medals, medallions. &c.). amounts only to the paltry sum of 332 l. 2s. 2d.; or, in other words, the aid given in every form to this the most flourishing school of the provinces, consisting of 3.166 pupils, is only at the miserable rate of about 2s. per head upon the number under instruction." Then he gives the number of medals, and he says: "The particulars thus given are sufficient of themselves to show forth the progress and success to which the Leeds School has arrived, and the great work which it is doing in the district: but it is well to look to the dark side of the picture. This school, which has been in existence for upwards of 20 years, has had to fall back upon the Mechanics' Institution a greater portion of this time for its support; not a year has scareely passed without a deficit in the cash account, varying from 30 l. to 120 l., of the Leeds School of Art, as the following statement of the loss upon the last seven years will show." In 1863, the last year, it was 108 l. -s. 6 d., " a total loss of 421 l. 18 s. $8\frac{1}{2}$ d., in a short period of seven years. So inadequate is the grant received from Government to maintain the Leeds School, that but for the fact it forms part of the Mechanics' Institution. the School of Art must have closed its doors some years ago." greater justice, probably, the Leeds people may blame themselves instead of the Government for this scanty support. Then he goes on to say: " In conclusion, I would add that, whatever may be the result of the inquiry into the condition of Art Schools, it is earnestly hoped that the power for making fanciful changes in the nature of the grants, and the incessant desire to experimentalize on country schools, which is the undoubted characteristic of the officials of South Kensington, will be finally determined by Parliament. A system of national Art-education is of such importance as to demand the attention of the Representatives of the nation, and should not be left, as hitherto, to the hands of ire monsible subordinate officials, whose duty it should be to administrate on the regulations fixed by Parliament, and not to originate, solely on their own responsibility, the conditions on which the national support to Art is given." That from the President of the Leeds School. 1 have a letter also which is excessively interesting, because it bears upon a question put to mer from Walter Smith, the head master: I will only and a few points which are essential.

3726. That is with regard to the probable effects of the New Minutes, I suppose?-Yes. He says: "The school of which I am head master is at present the most extensive in England. It consists of a Central and two Branch Schools Art (the former at Leeds, and the latter at Holloch and Keighley); also of five evening classes in mechanics' and other institutions. There are as well 24 national or parochial schools, and 13 private schools connected with the Central 1rt School. All of these classes (i. e., Schools of Art and branches, evening classes, 24 national schools, and 13 private schools) are taught by myself and five subordinate teachers; and the

actual number of pupils, according to the las report of this school, made at Christmas, is follows :-

5,001 children in public schools, and 587 children in private	£. s. d
schools paid 311 students in Schools of Art	50
and evening classes - paid And 37 schoolmasters and pu-	228 6 10
pil-teachers paid	12 5
Giving a total of 5,936) persons, paying -	290 11 10

Last year the pupils of our evening classes of tained 41 medals, the largest number ever give to one school and branches.

3727. Mr. Lowe.] Was that the evening class. es only?-Yes. Then he continues: "The amount of fees derived from our Central School of Ar last year was 148 l.; and for this all six teacher give three or four evenings per week, and three mornings per week. You will see, in fact, that we have to do all the public work for a very small sum of money, and then, to get bread-and cheese, we have to teach drawing in private schools entirely disconnected with the School of Art. I have been head master of this school for five years, and during that time I have never received 70 l. per year from the School of An fees; and the second master has never received 50%. The rent of the school is a great drain or the one hand, and the smallness of the evening class fees produces slight returns for the amount of work done. If I had not by my own work as a private artist and teacher been enabled to get practice outside the school, all the School of Art classes, evening classes, and branches would have been shut up long ago, and with them the work of teaching 5,001 children in parochial schools would have ceased. Our certificate allowances, and our other allowances on successful pupils, enabled us to continue the work of teaching the working classes at remunerative prices; but under the New Code our certificate allowances cease, and the payment on results, intended to compensate for both certificates and previous payment on results, are smaller than they were before, and no equivalent whatever is given for certificates. Moreover, there is a regulation in the New Code which will still more decrease payment on results; the most successful pupils in the school, who used to become prize students, and on which we were paid 4 l. each, are clerks and young men on whom no payment on results can now be claimed, so that the Code is delusive. Working-men have not the means of studying long enough to become equal to passing severe examinations so that results may be elaimed on them, nor is the kind of study they require the sort upon which payment on results can be claimed. You will see, then, that a master in my position is placed in this dilemma; he has two classes of pupils, one from the lower middle classes, and one from the working classes: if the former compete with the latter, and beat them, then no payment on results can be claimed, and the Art Master loses his income; if he refuses to allow such a competition of the two classes of pupils, the best class will leave, and the mechanics and artisans of the lower classes will not obtain the same results, so that the master loses his in

me that way. The moment the working-man one use being made use of to suit the master's one, and not to be taught for the advancement this own trade-skill, he will believe himself to a sacrificed to a Government idea, and leave the thool, and I believe he would be perfectly justidoin doing so; my own jurisdiction and supered in doing so, in the further and super-ticedence extends over the town of Leeds, andford, Huddersfield, Keighley, and many maller towns and villages in this district." Then e goes on to say: "There are other features of e goes on code which are puerile in the extreme; will state one. There are two grades of exmination in elementary drawing, 1st grade and d grade; the first being the simpler, and adapted o children in parochial schools; the second more ifficult, and adapted for pupils in Schools of Art. Two, if a child in a parochial school succeeds in assing the simple grade, the Department pays he master of the school and the Art Master a am of 3s. between them; the Department, how-ver, pays 10s. for a pupil in the evening class the passes an examination in the second grade. n some schools, where the master teaches well, he children could be prepared for and actually ass the second-grade examination, and one would aturally suppose that if the Department rewards necess in the simpler grade by 3 s., it would also eward success in the higher grade by the 10 s. his, however, is not the case; the Department ot only does not pay for the advanced skill equired for the second grade, but if a master resents his scholars for second grade, and they ass, he robs himself of all payment, even of the s. for the more elementary knowledge; the Department pays nothing for the higher deree of knowledge, but does pay 3 s. for the lementary." Then he says afterwards: "I lementary." hink you might ask for the publication of Art nspectors' and Art Masters' reports, as being specially valuable to the Committee of Inquiry; specially as on the means of information availble to the Committee the report of the Comnittee will be based, and no more valuable nformation could be given than a perusal of all he reports of the inspectors and masters who vere sent." He says also: "I myself was sent, nd spent much time in my report in making urely practical suggestions for the improvement of our system. These improvements would entail certain fair amount of money being expended attures in the provinces. This does not suit the Department, and I have been informed that the eports will not be printed, but extracts may be made from each report to illustrate passages in he report of the Chief Inspector." I have also supplementary letter from the Chairman, in which he says: "I hope, in your evidence, you will insist upon the importance of increased ssistance to the provincial schools. We do not are about diminishing South Kensington expenliture, provided more liberal assistance were exended to the provinces, but at present the proporions are most unfair," It is well to state that that s the general impression among the Art Schools n the provinces, that they are a little squeezed in their share of the Government grant as compared with Kensington. "Your own Art School at Halifax, our school at Leeds, and many others, are na state of chronic insolvency. The Government does not pay us 1s. 6d. per head per year for Art instruction, we cannot get enough from the public spirit of the inhabitants; the pupils cannot afford 0.53.

to pay more, and were it not for the aid we get from the Mechanics' Institution, which every year makes up our deficiencies, one of the most useful Schools of Art in the country would be 9 May 1864. shut up. Surely a nation whose prosperity depends upon art so much could spare another 50,000 l. per year to aid; and this small sum spread among the provincial schools would relieve them from the condition of constant struggle for existence in which they at present exist. One ship of war costs twice as much as the total grant for Art and Science instruction. liberally on the former; why not on the latter?"

3728. Chairman.] Is it your opinion, generally, that as a certain sum is given by the nation for the promotion of art, the provincial schools should have a larger proportion of it than they have at present?—I am very far from depreciating the usefulness of a central body; I think it is very requisite that a central institution should have models and copies of all the best works of art on the Continent and here, and so circulate them as to give a variety of designs and models which may train the provincial schools. Therefore I am hardly prepared to judge of the comparative outlay between Kensington and the provincial schools; but there is, unfortunately, an impression abroad among the provincial schools that they are unfairly dealt with.

3729. Your views point rather, do they not, to an increase of the grant made by the Government upon the whole? - For the provincial

schools certainly.

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3730. There are three views which may be taken: first, that the grant remaining as it is, a larger proportion of it should be given to the provincial schools generally, and a smaller proportion to the Central Department; another is, that the total grant remaining the same, and the grant to the Central Department remaining the same, the number of provincial schools should be restricted to a much smaller number, and that those should be only in the principal seats of manufacture; and, thirdly, that the number of provincial schools remaining as it is at present, and the Central Department remaining as it is at present, the whole grant should be increased so as to give the schools more without diminishing their number, or lessening the grant to the Central Museum. Which of those views do you advocate?— Beginning with the first, I think you must bear in mind that it is most important to bring Artculture directly in connection with the great seats of manufacture; and therefore, if the grant were to remain as it is, I would give a larger amount to the provincial schools. The second proposition, namely, to reduce the grants to the Art Schools in the provinces, would be tantamount to giving them up.

3731. My question was to reduce the number of schools in the provinces, giving greater aid to those which were maintained by shutting up those which were not in the principal seat of manufacture? -I think there would be some objections to that. Take, for instance, the York School of Art. York is not what it once was, a seat of manufacture at all; still it is a very important place for the training of masons, and for stone and wood-carving. I have one of their stone and wood-carving. reports here; they are labouring under some of the same difficulties as we are doing. There is a short paragraph in the report bearing upon the question, showing that, although York is not a seat of manufacture, it is desirable to continue

A. Akroyd, Esq.

A. Akrond, Esq.

This is the paragraph in the grant to York. point: " Although the direct stimulus is wanting which local manufacturers are supposed to afford, 9 May 1864. and the students do not benefit by the money patronage which in many of the large manufacturing towns is extended to them, yet, nevertheless, in this quiet city a School of Art flourishes, and diffuses an influence the limits of which cannot be defined. The results of art-teaching are not to be tabulated or put into statistical form; but, looking generally at the attainments of successive students, and the present position of some who have received their training in the school, the Committee think there is abundant cause for satisfaction with the past, and ground for hope in the future. Of the former pupils, some are now exercising the profession of architects and artists; others are teachers of drawing and painting; one is a teacher of drawing in a military school. Mr. Noble, the sculptor, has for his principal assistant is late pupil in this school; rone is a designer and manufacture of stained glassl: another a designer in the same branch of art: - A short time ago one of the pupils left the school to take a situation as foreman and designer of durniture for we firm at Thverpool; several stand high as lithographers, and one as an engravery. These are a few of the instances in which the beneficial results of the school have

> come under the notice of the Committee. 3732. I am not asking you what the managers of each school can say on behalf of their own school, but rather what is your own opinion, looking at the question from the point of liew of the manufacturers; whether you think it is desirable that the schools should be kept up in all those towns which are not seats of manufacture? Some discrimination and judgment hight be exercised as to the towns in which the schools are keptiopen : I speak certainly with regard to York, and I have quoted the opinion of the committee upon that school Of course, as manufacturers, we should recommend that if you reduce the number of schools, you should retain the schools in the large manufacturing towns.

> 3733. Upon the whole, I gather that you do not look for greater support to the schools in the manufacturing towns, from the suppression of schools in other towns which are not the seats of manufacture?-Supposing the grant were to be limited to the present amount, and that you were to have the alternative of having all the schools inefficient from lack of funds, or be driven to the necessity of giving up certain schools, I say the less evil of the two would be to give up the schools in the non-manufacturing towns, or where the direct application of Art to manufacture did not prevail.

> 3734. Do your views point, upon the whole, to an increase upon the part of the Government of the total grant ?- If necessary I would increase the grant, but I think that the present grant might be more advantageously applied. I am not preimpression on my mind.

> 3735. Do you mean that it would be more advantageously tapplied by giving less to the central department and more to the provinces? Yes, that is my impression; if, as you say, the grant is not to be increased, I think a larger proportion should be given to the provinces.

> 3738 Mr. Lowe Do you think it would be unreasonable if the Government were to limit

the amount raised in the places where the school were?—I think that would be a most wind policy upon the part of the Government, became where Art is most appreciated, there local su port is the most liberal; but, on the other had the object of the Government is to awaken appreciation for Art where it does not now exi and therefore that is the very place where instruction is most needed in a manufactura town, where the people gave no support whatever to the school, it would be especially desirable a implant the Art feeling would be that the property of the school of the

principle to proceed upon is that of assisting he exertion?—I am not any ocating that the Government of the Covernment o ment should supply the whole of the funds.

3738. Take Pairley for instance, where there no contribution whatever, there is a school Paisley which is found to be a considerable benefit to the shawl manufacture, but to which nobol contributes at all; do you think that the Govern ment ought to assist such a school as that?

think they ought. (1739) lotter adjusted and assuming also that nobody will subscribe and assuming also that nobody will subscribe and assuming also that nobody will subscribe a subscribe and assuming also that nobody will subscribe a it?—I think it is very unfair to the Government that the Government should, be placed in the It is nevertheless, advantageous assist such a school, because the manufacture is source of the national prosperity.

3740. It amounts to this, does it not, that when ever people in provincial places are unwilling do what it is their interest to do it is the basing of the Government to do it for them ? I do no advocate it upon abstract principles but the English manufacturers must compete with the French manufacturers; the French manufacture has been assisted by the Government for some years past, while the English manufacturer has been left to shift for hunself. So long as it was a niere question of cost of production and cheap ness, the English manufacturer could hold on but now that we are aiming to produce cloth and textile fabrics of superior design, it is very unfair to the English manufacturer to place him in the position of having to pay for the improvement design in the local schools,

3741. The theory is, therefore, that the English manufacturer cannot be trusted to step in an provide for himself; but that Government mus step in and help him? - To give him fair play that is all we ask. The training of an artist a not to be done in a day, it is the work of year, I have been most anxious to raise the taste of my own designers. To do that thoroughly would involve, providing a collection of casts, and draw ings, and a training school for the apprentices it is hardly possibly for a private firm to do that therefore, it would not come under the politice economical question of supply and demand.

3742. Assuming that the Government willing to train masters at the public expense and to find examples as we do now in the common Department. I want to know upon what principles of sound political economy or of government all, can you justify such a grant as that to Palse, where the manufacturers who are to be the interpretation. to profit by the schools will not spend a penny supporting it?—I can only repeat my answer that it is a hard case as far as the Governments concerned; but taking a wide view of the quetion, and regarding the benefit to our national manufactures, I think it is quite wise to do a what they gave to local schools by some ratio to I think there would be a return for such a gradual

he increased revenues which the increase of onal prosperity would bring.

jonal prospersion of that be a retrograde policy. not our policy generally now to trust people do what is for their own interest, believing t in that case the general interest will profit by tin that the set the Government to do it for There are some things that people can best for themselves without help from the remment, and there are other things which vernment, there may be some matters affecting ufacturers, which belong to the latter class,

744. My question is not, whether the Governat should do nothing, but whether when the sons most concerned will do nothing, the vernment should step in and do everything? think when it comes to a question whether think when it comes to a question whether the entered of all local support, you should thur the whole grant; on the other hand, I k it would be advantageous for an inspector or ebody on the part of Government to visit such Bry and try fo stir up a better feeling upon

subject.

745. When gentlemen come to us on the part to be local bodies, you think it is right instead aving, the remedy is increased local exertion, av the Government will give more and you give less?-I am quite sure that any authoperson going down and meeting those local humight be done by that means to increase

support. 746. Do you think that it is the business of Government to subscribe to what is for the est of the local parties, informing them at the e time that the Government will pay if they not?-I think the Government should disge its paternal duty by helping them to do

47. Then it does come to that, that the ernment of England ought to be a paternal ernment?—Certainly; I do not think that functions of Government are merely police

48. Mr. Potter.] Is there a School of Art at dersfield?—I think not.

49. Then there are only two schools in the Riding for all its manufacture of textile cs?-The school at Leeds has the supervision at at Keighley and other Schools of Art. re is none at Huddersfield; I am rather surdat that, I must confess.

50. The total amount raised in the West ig in connection with the woollen branch of facture is about 100% a year altogether; 30% to 50% at Halifax; and 50% at Leeds, not?—I do not know what they raise at

1. The subscriptions to those two schools in Vest Riding do not amount to 100 . alto-rido they That does not include extra loss, for instance at Halifax there are extra given; you might take 200% or 300% a 18 the amount raised altogether.
12. You have stated that the subscription from 201, to 301, at Halifax?—Yes, that is

3. That makes 507 2 Yes are brand 4. You have stated the subscription as 501. That amount is exclusive of prizes. I

3755. You stated that Messrs. Crossley formerly kept a French designer of their own, and . Reg. that he had returned to Paris?-Yes. Esq.

3756. Do they not supply themselves largely 9 May 1864. with French designa? I am not aware whether they do it largely at present; they do at present have French designs over; to some extent they have received designs from Paris. When M. Jullien went to Paris, an arrangement was made with him that he would design and send over his designs from Paris.

3757. Do they not pay a large amount yearly for French designs? They may through the same channel; I know that they produce many themselves. mont of 10

3758, Do you not suppose that they pay and large amount for the designs which they receive from Paris 2-1 suppose they do.

3759, You would infer/from/ M. Jullien's read turning to Paris, that Messrs Crossley get and better supply from there than they could at their own place? Yes; at the same time I think then designs produced by English designers are gaining ground upon the French The French designs are sometimes a little outré in style, and not well of adapted to the taste of English purchasers.

3760. The Erench designs must dregulate taste to a great, extent, must they not a To a great of the Committee

3761 You compete very largely with French designers in exery market of the world, I sup- 10 pose? In a great many we do.

3762 You hold your own? Yes, we hold our mi own; whereas, formerly, we used to get slips on from Paris, we do not now; we send our patternul producer up to London, and he there comes invot contact, with the purchaserum Itmis possible that the buyer may receive French patterns; which may guide his taste in ordering from us; we do 192 not receive them direct.

3763. French manufactures have been important ported free during the last 10 or 15 years? Yes. 27

3764. Do you not think that that has been there best stimulus to the Yorkshire manufacturers? It has been a great stimulus in some fabrics (EI) do not send many to France now

3765. Messrs, Crossley are large producers of fancy manufacturers, are they not? Yes, they produce carnets.

3766, And damasks, and all sorts of fancy manufactures?-They do not make damasks.

3767. Hangings of all sorts?—No; they make carpets which are used for tapestry, sometimes. They make a good many reps, do they and

3769. Are they not the largest manufacturers in the world of that class of goods?—Yes, of car, ton

pets, and that class of goods. 3770. Mr. Evant. The French have, for three in or four centuries, had opportunities of studying the application of Art to manufactures, have they

pareas advantageously applied. I am nos lies to pareas a light to a light to the sale and seem of the sale to the sale and seem of the sale to the sale and seem of the sale and sal an art the work not only of years; but of ages; quid does not it take a longitime? It is not exactly 78 the work of ages int is the work of very many and years. I am bound to say that the improvement of the general taste in this country has been much greater in the last 10 years, since the Exhibition of 1851, than I could possibly have anticipated; the progress has been perfectly marvel-

us. in it of erew themmrever) ent it edianomentum 3772. Are there no hopes that in time the and w that 100% were raised extra last year for 3772. Are there no nopes that inhabitants of towns may be convinced of the good policy

A. Akroyd, policy of attending to their own interest by maintaining a School of Art by a rate :- I believe it is quite impossible. Most of the new boroughs 9 May 1864. now are under heavy debts, arising from the sudden development of public works. Take Halifax for instance. I am hardly prepared to say what our amount of debt is incurred for water-works and the new town-hall, and other large undertakings, on which interest has to be paid. Therefore the smaller ratepayers would The Act for refuse a rate for a School of Art. the Public Libraries rate is perfectly insperative. except in a few places.

3773. Are you aware that there are 30 towns which have adopted that rate?-I thought they

were very few. I am glad to be corrected.

3774. You say that it is not likely that the people would consent to maintain a School of Art by a rate; is it likely that they will do so, so long as they can derive support from the Government ?- I do not think that affects the question.

3775. If you or I were supplied with the means of supporting the school aliunde, should we do it? -If the Government were to take the grant away altogether. I do not think the schools would be supported. I confess it is a misfortune that the public are not more ready to support them; I wish they were: but I am bound to give my opinion; I think it is perfectly hopeless to expect

3776. Mr. Bozley. You admit that there is now a greater number of educated designers in Art to assist you in your various productions?-I do.

3777. Is it not as important that there should be an educated public to appreciate the improved designs which you may supply !- I think it is almost more important, because no doubt the public at large influence the taste of the designers; the designers cannot lead the taste of the public. I know that in my own trade I have sometimes endeav ured to bring out a design which has appeared to me to be perfect in taste, but I could not compel the buyers to take that design. Therefore I think it is not only as important, but almost more important, to raise the taste of the purchasers and the public at large.

3778. You think that, in some instances, you have been in advance of the intelligence of the age in Art !- I think so. I think some re-

marks have been made upon architecture; 10 fess that I think there is no art so much help hand as architecture. The architectural draw classes in Halifax, I regret to say, do not received very much attention, and I think that there no town in the kingdom where architecture a lower ebb than it is in Halifax.

3779. Do you mean that it has not recon attention on the part of the students, or on part of the department?—Both. I think one the honourable Members of the Committee now pointed out a design for a house, an primitive one for elementary drawing. At sent we have in the provinces many archiwho have had no architectural professional in ing whatever. I know an architect in Hall who was a joiner, and other architects much better qualified; so that one sees pe trated in stone sometimes the most vile specim of an attempt at art that it is possible to a Therefore, for my own part, I show very glad if the Central Department would. a little more attention to classes for architect drawing, to endeavour to raise the taste but architects and of the public who employ the

3780. Mr. Ewart. Do you not think that demand for good architecture wants to he proved as well as the supply; do you ! that so long as people will be content to line such streets as Wimpole-street and Harley-street and Baker-street, great improvements will made?--I think it is possible, nevertheles. make some improvement.

3781. Mr. Bruce.] Have you attended lectures of the master of the school at Hall. —I am sorry to admit that, though I amp dent. I have not often attended them.

3782. Are you aware whether he has deline lectures illustrated by diagrams of ornansupplied from South Kensington :- I believe has. I know that our head master is an attentive man, and has flourishing classes is a great enthusiast in art.

3783. Do you know whether he has an himself of the opportunity of obtaining diagram from the Central Museum to illustrate lectures?-I believe that he has, but I am able to answer the question from my pen

observations.

Mr. WILLIAM BINNS, called in; and Examined.

Mr. W. Binns. 3784. Chairman. HAVE you been employed in the Department of Practical Art?—I have.

3785. In what capacity?—As Instructor of

Mechanical Drawing.
3786. How long have you been employed in that capacity ?- Ten years.

3787. You have recently resigned that appointment, I believe?—No, I have not resigned; I have been forced to retire.

3788. How long have you ceased to hold that appointment?—Since the 30th of September last; that was the expiration of my notice.

3789. Upon what grounds were you required to resign? - Abolition of office.

3750. Were you superannuated?-Yes, I

3791. Upon what terms?—The amount at first allowed me was 37 l. 10s. per annum. I left the Department, however, with the understanding that I should receive 1001. a year. Having

unfortunately broken my leg on the 25th last I had no opportunity of making inqui and heard nothing more about the superann until the end of my notice, when I receive paper, to say that I was entitled to 371 I remonstrated upon that subject. I several letters to Mr. Cole, and the amount afterwards altered to 55 l. 10s.

3792. How was the superannuation calculated -It was calculated at the rate of 15-60th

3793. That is according to the scale laid in the Superannuation Act, is it not?—Note that I believe that I entitled to superannuation, not only up salary, but also upon the emoluments of

3794. In your case the emoluments of were not reckoned then?-In the first call they were not; afterwards the bonuses certificates were included, making the

105.; but, in addition to the bonuses 103.; there are the fees of the schools.

gether, the bonuses upon certificates, the y, and the fees, amounted, in my case, to 12 s. per annum.

95. You are the author of a book upon Geopo. Trawing, I think, are you not?—Yes;

orthographic projection.

96. Is that book used in the Department, or in the schools under the recommendations of Department?—The system I have adopted e is used in all the schools.

97. Is the book used as well as the system? es; the book is used in the schools, and it so used in the Department. I never used yself, for I always give my class verbal intion upon the black board.

98. Have you any complaint to make against penartment with regard to the use of that

?-Yes, I have.

99. Will you state to the Committee what it The complaint is that they have ignored the without stating the grounds upon which have ignored it; I wrote to the secretary, esting to know why the book had been led in the Science Directory; it was some however, before I could get an answer.

00. Do you say that the book was omitted e Science Directory?—Yes, although it had previously recommended in the list of books shed by the Department, and by the Society rts, it was afterwards omitted to be mend as a text book; I asked the reason for this sion, and I was requested, in answer to my to go and see Mr. Poole, the chief clerk, who, apologizing for the disagreeable task which d to perform, said: "The fact is, Mr. Binns, re got to read to you a report of your book, am sorry to say it is not a favourable one. lied, "Who is the author of the report?" aid that Captain Donnelly was the author. l, "Will you have the goodness to read it?" ead the report, and I must confess I had great ulty in staying there while it was read; the t, if I remember rightly, was not written in tlemanly manner; it was somewhat insulting. ed Mr. Poole for a copy of this report; he "No, I cannot do that, Mr. Binns;" I asked why he could not; he then turned the report and read an endorsement on the back, "This tto be read to Mr. Binns; all correspondence the subject to be declined .— (Signed,) Henry That is my complaint in regard to the

ol. Had you had any correspondence with Department previously to that time, which ou to believe that they had any reason for dissatisfied with the book?—Not at all.

2. I understand that you consider that you some ground to be dissatisfied with the Deent for having required you to make some on to the Darmstadt models in that book?-

8. Will you state what the nature of your aint is with regard to the Darmstadt or hine years ago when a set of these s were brought out of the cellars of Marlgh House, and introduced to my notice by by him; at all events he saw them, and, ubt, was anxious to manufacture and add to his collection of educational models. time after this I had occasion to pass

through Chester, when I called and spent an evening with Mr. Rigg. The subject of conversation turning upon the Darmstadt models, we had a long argument; I failed, however, to con- 9 May 1864. vince the Principal of the Chester College that they were not really necessary as a means of instruction. Some time after that Mr. Rigg brought some of those models to London, and laid them before Dr. Playfair, then (I believe) joint secretary to the Department. The Doctor sent for me to his room, and said, "Mr. Binns, I wish to ask you what you think of these models?" I looked at them, and said, "They were excellent specimens of the Darmstadt models, and very nicely made." He said, "Yes, but that is not what I want; I want to know what you think of them as a means of instruction." I said, think of them as a means of instruction." I said, "I have already explained my view of the Darmstadt models to Mr. Rigg, who is now present, and I contend that they are not required; as a proof of this, if you will send the particulars of this model (a sphere penetrated by a cone), that is to say, all the dimensions of the cone and sphere, to my class-room, in half an hour you shall have half a dozen drawings of this model, showing the exact form of curve, and each student shall tell you the why and the wherefore for each step he has taken in finding the projection of the curve, although he never saw this model in his life.

3804. Will you state substantially what your complaint is?-I heard little more of the Darmstadt models after that, until the publication of my work, when I was requested by Mr. Cole to mention those models in my book. I did so in a very cursory manner at page 128. But that was not sufficient. Mr. Cole wanted me to publish a paragraph, saying that these models were very important, and that they were used exclusively in all schools on the Continent. Not knowing what was the practice on the Continent, I objected to publish that paragraph, and told Mr. Cole upon that occasion that I could not conscientiously recommend the Darmstadt models. His reply was, "If you ignore the Darmstadt models, we will ignore your book."

3805. Do I understand you to say that your

book was rejected and ignored by the Department, in consequence of your declining to praise those models?—I firmly believe so.

3806. Do you consider that the Department takes proper measures for encouraging the instruction of artizans in mechanical drawings?—I

3807. Are a sufficient number of medals and medallions awarded in that class?—With regard to my own class I have only had one national medallion awarded, that was shortly after the national medallion was introduced, and it was awarded to a student who had only been in my class a short time, certainly not nine months, and who had never made a mechanical drawing before, although his progress had been very rapid and satisfactory. The drawing for which the medallion was awarded, was a copy of a drawing; and I have also noticed that the medallions awarded for mechanical drawings have certainly not been given for the best productions.

3808. Are you of opinion that the examples and books that are used in the teaching are proper and satisfactory ?-Not for artizans.

3809. Are they too much advanced for artizans?—I think so, decidedly.

3810. Mr.

W. Binns.

Mr. W. Binns. 9 May 1864.

3810. Mr. Lowe.] Who are the judges who award these medallions?—I do not know.

3811. Who is Captain Donnelly ?-He is captain in the Engineers, I think; that is all I know about him.

3812. Do you know what office he holds?-

He is the science inspector.

3813. When did this conversation with Mr. Cole about ignoring the Darmstadt models take place?—It would be in 1857.

3814. When was your book published?—In

3815. You cannot fix exactly the time; where did it take place?—In Mr. Cole's private room.

3816. Was it in his present private room?-No, not his present room, because there have been so many alterations; it was his private room at that time: I do not know whose room it is now.

3817. Which was the room; where is it?-It was a room on the right hand of the corridor,

going to the theatre.

3818. Is not that Mr. Cole's room now ?-I do not know; it is not the room in which I last saw

3819. He said, "If you ignore the Darmstadt models, we will ignore you," as I understand?-He said: "If you ignore the Darmstadt models, we will ignore your book;" not me.

3820. You did ignore the Darmstadt models, I gather?-I have always ignored the Darmstadt models, and do so at the present time as a means

of instruction.

3821. When was your book ignored; when was this report of Captain Donnelly?—It was ignored by the Department in 1860, and Captain Donnelly's report was in November of the same Previous to 1860 my work was recommended by the Society of Arts, but in the "Society of Arts Union Institutions Programme of Examinations for 1861" it is omitted. I cannot say, however, whether it was in 1860 or 1859 that my book was recommended by them.

3822. Was it strongly recommended in 1860, do you say?—I will not say absolutely that it

was 1860; it was previous to 1861.

3823. It was the threat of ignoring it ?-It was ignored afterwards.

3824. Do you not say that it was very much recommended after the threat?—I am not certain that it was very much recommended after that.

3825. You think that the recommendation was before 1857, then?-No; I have no doubt that the recommendation was after the book had been threatened to be ignored; it was not ignored then. The threat was that if I ignored the Darmstadt models the book would be ignored.

3.26. You say that the threat was in 1857, do

you not?-Yes.

3827. You say that the book was ignored in 1861; that is to say, it was left out of the Science Directory, then?—Yes.

3828. You say that between those times it was very much praised in the Directory?-No, I do not say that it was very much praised; it was mentioned as a text-book.

3829. And yet you trace the ignoring to the threat of 1857, do you?—Yes.
3830. Mr. Bruce. You stated, did you not, that a medallion had been given to a drawing that was only a copy of a copy?-Yes, a copy of a

3831. Do you know that to be the fact?-

Yes.

3832. Was not it your duty to report it? not at all; the drawings were simply put in: drawing was selected and the medallion away that was, I believe, the first year that the me lions came out. There has not been a medal awarded to any student in my class since time, though I have had many drawings exec which were much more meritorious than drawing for which the medallion was awarded can produce the drawings.

3833. What is the inference which you from that statement?—That the parties who to examine the drawings were not sufficient conversant with the subject, and did not sufficient understand mechanical drawing to be abla award the prizes correctly; no doubt they to the best of their power and ability.

3834. Up till that time I understand you say your pupils did occasionally win prizes after that time they did not?-No, I do remember more than one prize having awarded to students in my class, and that the national medallion.

3835-7. Do you consider that that circumsta arises from the incapacity of the judges?

upon that subject.

3838. Mr. Bruce.] What were your student were they masters in training ?- Some of the there were also engineers and carpenters.

3839. Would the masters in training be gible to take medals?-No, I think not.

3840. Was the author of the drawing one the training masters?—No; the author of drawing I spoke of was a Swiss; he was no training master.

3841. He was therefore eligible to competel

Yes, he was eligible to compete.

3842. Mr. Tite. Do you happen to have copy of your book in the room?—I have not am sorry to say.
3843. What was its title?—"An Element

Treatise on Orthographic Projection, being an Method of Teaching Mechanical and Engineer Drawing, intended for the Instruction of E neers, Architects, Builders, Smiths, Masons, Bricklayers, and for the use of Schools."

3844. Was it a large book, or merely elementary book?-It is an octavo book;

elementary book exclusively.

3845. It was published by yourself, I supportes, by myself; Messrs. Spon are the p lishers of the book, but at my expense.

3846. It was not published by the Departm in any manner?-No, not by the Department 3847. Was it used by the Department, or by you in your own classes only ?-It was

by the Department; and it is used at the pro time, not only the book, but the system is ado and is taught at the present time by my stude

3848. You do not know, as it seems, from own knowledge, notwithstanding the advers cision of Captain Donnelly, that it may not been used since?--It has been used since, used at the present time.

3849. In the Department?—In the Department?—In ment; the system I have adopted is us the Department; they teach upon that, all

3850. Do you mean upon the system as den from your book ? - Yes, as derived from book.

3851. Mr. Bruce.] Do you mean in the partment of Science and Art?—In the De ment of Science and Art at South Kensing 3852. Chair

Mr.

W. Binns.

9 May 1864.

852. Chairman.] In the Department of Art,

er, I suppose ?- Yes. er, I supposed in the Department of Science 1 taught, it myself in the Department of ence at the Geological Museum for about nine nident in me ele.

St. Mr. Bruce. In Is lit now used in the partment of Science, 2 No. 1 do not suppose

855. Mr. William Ewart The system is pted, but the book is not; is that the case? from that statement?-That the par

856: Did they once use the book as well as system? Hess both; they use the system and the book now at the Aut Department. 3857 Chairman:]: What is the predise com-int which lyon broake from The complaint is of mainer in which the book has been treated; tit has been ignored; and with respect to plain Donnelly's report, that I was not allowed have a copy; con the privalege of answering that After the report of Captain Donnelly, had n read to me I wrotenselveral notes to the retary, requesting a bopy of it, but I could not it; Lonly got a copyrof my book, with max-al notes, written by Captain Donnelly comining of the heading/of some of the problems chapter 10. - Those notes were afterwards wered in a letter written by me to the Departnt. The notes were simply, with one exception, gestions of alterations in the heading of the blems: 11 think I showed in my letter that if I adopted: Captain Donnelly's suggestions [I ald have made nonsense of the book, and, refore, I objected to alter it at all. One note This is a bull. In Ib replied to that mote, shall be very happy, if necessary, to furnish py of the marginal motes, and also of my

ly, to this Committee in shoul 858. Has your attention been called to the ent papers' that have been given in the examiions for mechanical drawing?—Not to the very

Teaching Mechanical and. sono tre 859. Have you had any reason to think that ers have been given which have been too cult for the students ?- Some of them are unbtedly too difficult for that class of students; izans and working men. They are not only

difficult, but the questions are quite unnecessary, and are not at all calculated to assist them in their daily avocations; it is not the description of knowledge they require.

3860. Have you heard a complaint that questions are, or have been, put, which were above the understanding of those to whom they were addressed, and which contained terms which were not in any books that were put into their hands? -There was one complaint that took place during an examination of science students;; it was made by one student who was examined.

3861. We are not speaking of science examinations; hut are there any questions in the art examinations of which you are awave that are unsatisfactory in I do not think I can call to mind any of the questions that were objectionable

3862. Are there any other points upon which you wish to give evidence? There was one case in which a complaint was made by one of the students at a science examination. After the examination had taken place, I was informed that one of the students got up and said, "L'cannot understand why you recommend the text books you do, because there are none of them which touch upon the questions which have been laid before us, and had I not accidentally met with Binn's Orthographic Projection, I should not have been able to answer one of these questions. That gentleman, I was informed, was the only one who passed the examination. (1)

3863. Mr. Lowe.] Doyou think that the Department was under any sort of engagement with you to go on using your book if they did not think it suitable?—Most certainly, if the Department had got the welfare of the working men at heart, they must go on with it until they have supplied its place with a better one.

3864. Supposing they had wished, for any reason, to change it, do you think that they were bound to you in any way to continue to use it?-They were not bound to me

3865. They may be right or they may be wrong in not using it; but you have no claim that the Department should use your book, unless they think it the best book for the purpose, have you? —Not at all.

HENRY COLE, Esq., c. B., called in; and further Examined.

866. Chairman.] HAVE you any paper which wish to produce?—I have a return applicable the year 1863, showing an analysis of the

occupation of the students in the Schools of Art during that year. (The same was handed in. Vide Appendix).

H. Cole, Esq., C.B.

n the Departn . - 10

he Department: they teach t

that is to say, it was left out of the Science

1828. Tou say that between those thines if we were nauch praised in the Directory — No. I do

Jovis, 12º die Maii, 1864.

MEMBERS PRESENT:

Mr. Adderley. Mr. Bazley

Mr. Edward Egerton. Mr. Crum-Ewing.

Mr. William Ewart.

Mr. Gregson.

Mr. Lowe.

Mr. Arthur Mills.

Sir Stafford Northcote.

Mr. Potter.

Mr. Salt.

Mr. Tite.

SIR STAFFORD NORTHCOTE, BART, IN THE CHAIR.

MICHAEL DAINTRY HOLLINS, Esq., called in; and Examined.

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3867. Chairman. I THINK you are at present Hollins, Esq. the head, or one of the head partners of the firm Minton & Co. ?-I am.

3868. You have directed your attention to the subject of Art Education, as connected with the Schools of Design in the Potteries, have you not ?-I have.

3869. Perhaps you could tell us how many schools there are in the Potteries district?—At present we have only two in the Potteries and one in Newcastle, which is a separate and distinct borough; some years since we had four schools: one at Longton, one at Burslem, one at Hanley, and one at Stoke; but two of them

have been given up.
3870. Which are the two that have been given up?-The one at Longton and the one at Burslem.

3871. Was not there a rate obtained formerly at Burslem?—The rate has only been obtained this year, and at present the building is not erected in which the school is to be carried on.

3872. Has Messrs. Minton's firm contributed largely to the support of the Stoke school?— Since 1857 we have contributed a considerable amount. We agreed in the first instance to become subscribers for 25l. a year, together with several other gentlemen, for three years; but we found that the subscriptions were not sufficient for carrying on the school, and we gave a sort of verbal guarantee that any deficiency would be made up by our firm. I find that, since the 18th of June 1857, we have subscribed 933 l. towards the support of the Stoke school.

3873. I think you are the treasurer, are you not ?- I am the treasurer of the school

3874. What other support is derived from the neighbourhood?—The present subscriptions to the school amount to about 130 l. a-year, 50 l. of which we contribute.

3875. Mr. Potter.] About 80 l. are contributed exclusively of your own subscription?-The total is about 130 l., of which other persons contributed 80 l., besides our own subscription. In the last year, owing to deaths and people having withdrawn their subscriptions, something like 12 l. less was received than in 1862.

3876. Chairman.] What amount of assistance do you get from the Government?—I am not quite certain what amount Mr. Rice is paid by Government. He is now pensioned. He is not paid by the Department. I believe he receives 150 l. a year, and we pay him 80 l. in lien of fees or anything else.

3877. Are there no fees paid by the student The fees paid by the student are taken the committee; they amounted last year

56 l. 15 s. 3878. Then Mr. Rice will shortly be supera nuated, will he not?-He is superannuated, merely took the Stoke school at the request of committee when the alteration was made, for months; that 12 months expires in September and he gave notice to the committee that h should decline to undertake the duties of # school any longer. That being made known the committee, they passed the following resolution tion: "In the opinion of the meeting it will wholly impossible to carry on the school, after to termination of Mr. Rice's engagement, without considerable assistance from Government, in the shape of a fixed payment towards the master salarv.

3879. Hitherto, Mr. Rice has had 150 /. salar, and he has had a payment of 80 l. out of there ceipts of the committee; has he had any other payments that you are aware of?--No other, believe.

3880. What would be the position of any new master who may come there?—That he would be entirely dependent upon the results of h teaching under the new regulations, beyond whe the committee might feel themselves in a postion to allow him.

3881. Do you consider that it would not be possible to get a master to come to you up those terms ?—I believe not.

3882. Have you made any attempt to ascertif whether you could get a master to take the school, when Mr. Rice leaves you?-We has not at present made any attempt to obtain out but the committee are of opinion that the p ment of a master on the results of his teach is objectionable for several reasons; they quite willing to admit that in the paroc schools, the system of payment by results perhaps, fair, and likely to be carried out advantage to all parties; but the position which the scholars of the two descriptions masters are placed, is very different. In parochial schools, the master has full cont over his pupils, and that control is also bath by the parents of the children, who pay the for the school; and, therefore, the master

ery advantage in carrying out his teaching, ich is likely to produce the best results. But ich is likely to produce the best results. But you go to the Schools of Design, you find the re of things very different there; the boys, or the of things were for there are for the sung men. her the young men, for there are few in the her the young men, for there are rew in the sools under the age of 15, most of them are that age, and many of them considerably independent met. er that age, are quite independent, not only of the er, are quite independent, not only of the ster of the school, but of their parents. In most lances they pay their own fees to the school, expect that in some measure their wishes interests may be consulted, as to the style of wing that they should be allowed to study in school, and frequently express a desire for t class of drawing, which is likely to be of stance to them in the particular branch of de in which they are engaged.

883. Do they find that the course prescribed the Department does not suit them in many es?—In many cases, I believe, they would follow it, unless it was in some way to oblige In fact, I may state that during the examination, the master of our school found xceedingly difficult to obtain the completion several drawings in time for examination, so ch so, that he told me that in one case he was iged to give a pupil his dinner, at his own see for a fortnight, and he gave several others ir tea, and had it made in the evening for them, order to obtain their attendance for the length ime, which he knew would be necessary to plete the drawings. If those drawings had been completed, of course he would have lost results upon them, as they would not have ned the medals they have done, for I believe have obtained, according to the last report, nething like 30 medals.

884. Have you made any sort of calculation to the receipts that you would earn upon the y system by the payments upon the medals?

No; I have not. 885. Would it not be in your power to pree and put in any statement as to the probable ancial effect upon the Stoke school of the ent change?—We could only do so by calcung upon the results which this school has obned before; but we apprehend that those results th be placed in a very different position when pupils find that the master is entirely in their ds, and quite dependent upon them for his

886. You mean that the pupils would earn Ill results if they thought it affected the mass salary?—You give the master an inducement teach the pupils in a certain course, specified the Department, upon which alone he can ain results; you give the pupil no inducement drawing from those examples; the only inement that is held out to the pupil is the lal. Now the medal is really held of very e value by many of the students, so much that I know, in the schools in the Potteries, re are several medals still lying in the hands he masters that have never been claimed by pupils

887. Do you think that the education received the schools is valued by the artizans in the Poteries district?—I think in our district there large number who value it exceedingly. We , perhaps, be said to have had the best school the best master. Mr. Rice has been the gest in the district, and has become the most dainted with what it is of advantage for the pupils to study; and out of the 50 pupils that

now attend the school, I should say that 20 come from the neighbouring towns, a distance of four Hollins, Esq. or five miles. I think that that is conclusive evidence, at all events, of the importance which the artizans themselves attach to the schools.

3888. You consider that upon the whole, from what you know of the state of feeling among the artizans, they do attach importance to it?-They do attach importance to it.

3889. What view do the masters take of itthe employers?—I think that many of the masters attach considerable importance to it, but they have as yet failed to show that feeling by any very large subscriptions to the school.

3890. Do you think that if the school were withdrawn they would feel it to be a great grievance and misfortune to the locality?-I believe they would.

3891. Do you think that if the grant were withdrawn they would think it desirable to maintain the school out of their own funds?-I should

3892. Then they appreciate the school to a certain extent, but not sufficiently to induce them to support it themselves?-No.

3893. Nor sufficiently to increase the amount

that they now spend upon it?—I think not. 3894. Has not the effect of art education within the last 20 years been very materially to improve the production of the works of your district, and the pottery of England generally ?-I should say that it had. We have found considerable advantage from it. I may state a case that will show, perhaps, in some measure the advantage which I think might be derived from the Kensington Museum. In the early part of the history of the Schools of Design, pupils were sent up to the Kensington Museum to study, having, I think, 501. or 60 l. a-year allowed them for two years, while they prosecuted those studies. We had a young man who was then serving his apprenticeship with us, and had nearly, but not quite, completed that apprenticeship. He was anxious to study for two years in London, and he came up here and studied, and we have found him a most valuable servant ever since; in fact, he is the only man that can at all compete in painting with the foreign artists we employ. I think it is the opinion in our district that if the Government would offer some inducement in the schools, such as scholarships, which should last over two years, for the express purpose of giving the pupils the advantage of a course in London, it would not only be a great advantage to themselves, but it would be a great inducement to scholars to attend the school, in the hope of obtaining that advan-

3895. You have told us that if the new Minutes are maintained, the school at Stoke will probably be closed; can you say at all what is likely to be the case with other schools in the district?-I believe, in fact I know, that the Hanley school have come to pretty much the same determination. I have a letter from Mr. Wedgwood, who takes a great interest in that school. He called upon me yesterday morning, but I was not able to see him. He states in his letter that unless they have considerable assistance, that school will also be given up

3896. Mr. Adderley.] Would Burslem, which has levied a rate, close its school?—At present there is no school at Burslem.

3897. They are in process of building one, and they have levied a rate for the purpose, have

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they not?-They have levied a rate, and I be-Hollins, Esq. lieve the foundation of the school is laid, but I think a large portion of the funds have yet to be

collected. 3898. Chairman.] Do you think it would be possible to maintain, either at Burslem or anywhere else, a central school for the whole Potteries district?-I think it would be impossible. Some years ago the attempt was made, but it failed in obtaining the funds for the necessary building; perhaps owing to an amount of jealousy which exists in the Pottery towns, each of them wishing to have their own school, and preferring it to any central school. I should recommend myself one central school, with elementary schools

in other towns. 3899. May I ask whether you think that the South Kensington Museum is made now of as much use to the country schools as it might be? -I think not; in fact, as far as the use of the Museum to the local schools at present goes, it amounts to very little indeed.

3900. Have you ever had the Travelling Museum in your district?-It has been in the district twice: once at Hanley, and once in the neighbourhood of Stoke.

3901. Did you find any good effects from it? -I should say that they were very small indeed; it was there so short a time, that it was almost impossible for any of the pupils to work from the examples sent down in that way.

3902. What were the results, financially?-In Hanley there was a considerable amount gained, but it could not be attributed merely to the Travelling Museum; where there was not an effort made to provide other attractions beside the exhibition, I believe the loss was about 40 l. when it came to the neighbourhood of Stoke.

3903. Can you suggest any way in which the collection at South Kensington might be made more useful than it is to the country schools?-I think the best way would be the one I have suggested, that of attaching to the schools scholarships, which should last for two years, giving to a pupil payment sufficient for his support in London for two years, while he pursued his education at the Central Museum; he then would have the advantage not only of what is contained in the Museum at South Kensington, but also in the other large galleries in London. As I stated, in the instance which I quoted, that study had a most beneficial effect; in fact, although we have men who have attended much longer on the local School of Design than that young man has done, they have not attained to the same perfection in painting.

3904. Do you think, if there was a good system of elementary teaching in the national schools, and if there were local scholarships enabling promising young men to go up to the South Kensington Museum to sendy, that it would be note seem to maintain provincial schools of art at all of the higher class to No. I think not.

3905. Have you ever found any inconvenience in the relations between the Department at South Kensington and the local committee?-We find the frequent changes that have taken place rather to unsuffed all the committee and the masters.

390m. Have you any complaints to make of the mode in which the Department treat the provincial committees; or have you any suggestions to make as to a system that would, in your opinion, be an improvement?—No, I do not know that we have any complaints to make of

our treatment; but we feel satisfied on the that unless considerable allowances are make a fixed stipend for the masters, the are made a fixed stipend for the masters, the schools a a fixed stipend for the not be, and cannot be, carried on.

3907. Mr. Potter.] You stated, I think,

you have had the best school and the best may in your district, in your opinion?—Yes, I he

3908. Is it within your knowledge that, the within a very short period, the master has 300 l. a year as a fixed salary?—The commit in 1857 resolved that they would pay Mr. a salary of 200 l. a year, the Department paying 100 l., one-third.

3909. I see it is stated in the Report, with gard to the superannuations, that he has he salary of 300 l. a year from the Department £. 200 of that is paid by the committee.

3910. It is stated in the return made to that the master had 300%. a year from the partment, and that he has been superannual the rate of 150l. a year?—This is the min the committee of the Stoke school on the pointment of Mr. Rice: "It appears that Government will not allow Mr. Rice, the premaster, to remain here unless the sum of per annum be provided towards his salar 3001. a year, either by fees or subscriptions

3911. That was on the occasion of the one grant, was it not ?—Yes. Then it goes onto that in the event of Mr. Rice's removal, still assistance would be contributed by the Government ment towards the salary of the master; that an extract from the statement we received from Department.

3912. May we not take it as a fact, that & Rice had 3001. a year from the Government, stated in this Parliamentary Paper ?- No; a year out of that 300 l. was paid by the commetee of the Stoke school; at all events it amounts to this, if the Government paid him 3001. ava we paid him 2001. besides, and his salary 5001. a year. What I read was dated 1856, at commencement of the payment to Mr. Rice.

3913. Is it your opinion that, supposing Department were to grant a fixed salary of a year, the neighbourhood would find an en amount by subscription; could that be guarant -I believe they would.

3914. Is it your opinion that any single mast like Mr. Rice, left alone, with rather more dom given to him, would conduct the school better and a more advantageous system that present one?-I think he would consider the requirements of the district; I mean with spect to the employment of the pupils her teaching.

You spoke of the value of scholars at South Kensington for the purpose of enem Trade Art, did you not ?- I did.

3916. Is it within the scope of the Government to provide that class of art workmanship! think it would not require a large sum. Of on I should limit it to some of the more impordistricts of the country; and probably, il schools themselves were of a more limited characteristics. ter, the same advantage would be derived to

3917. What would be about the rate of vithat a man who had received the first-class ethan tion which you have described would obtain workman, in any employment like your off If he had completed his education he might ceive from 4 l. to 5 l. a week.

1918. Then only the larger capitalists in your neighbourhood could employ such workmen?

No, they do not require them. No, they not furnish that class of 1919. Would they not furnish that class of 18919. Would the selves?—At present they are liged to do it by going abroad. We have ely obtained a foreigner, and taken him into employment, not being able to obtain the ne class of workman in this country

1920. There is no duty upon the importation the finer class of porcelain to this country, is re?—I believe not; or a very small one, if

1921. Is there any very large importation of I believe there is a considerable importation,

I could not say to what extent.

922. Are you aware of the amount of export the French market of your own class of proctions; I mean your own immediate produc-18?—The last two or three years our exports France have increased considerably, but I could not state the amount.

923. Still you have a considerable trade to

ance?-Yes.

924. An increasing trade?—Yes.

925. In neutral markets I suppose you meet fire French porcelain manufacturers upon equal terms, and have no difficulty in competing with them?-We do not compete with them in china much as in earthenware; our earthenware comes with the French white china; we could not upete with them in the white china.

926. I believe there has been a large increase in the export of porcelain goods in the last eight or ten years, particularly fine goods?—Not in very goods, rather in those of a second-class characte; no fine painted goods are sent abroad.

927. Is there not a demand for the East for painted goods, for Bombay or Calcutta?-

Not to any large extent.
3928. Mr. William Ewart.] The commoner ds have very much increased in their exports,

have they not ?-Very much.

929. That is the case generally. I am speaknot only of your own establishment, but also of others?—Yes; throughout the district.

930. Are your best designers now foreign or English?—Our best painters, with the exception of one, are foreigners; and I may state also that our best modeller is a foreigner.

931. Have the English designers improved very much?—I think there has been a very conerable improvement within the last 15 or 20

932. Still they are not equal, you think, to eign modellers or foreign painters?—No; they ver get that freedom which we find a foreign painter to have; but I believe that if their education re extended beyond the limits of the district, they would be able to acquire that freedom by the course of study I have recommended.

933. You mean by going to a central place to complete their studies?—Yes; at South Ken-

934. Have the French such a central place of education?—They acquire their freedom by stillying in all the large galleries on the Conti-

it, which are open to them.

935. Is that the case even with those foreign deigners who have had a provincial education? believe so; two of our principal and best aters are Germans; they have studied, I k, in the neighbourhood of Munich.

936. The education there is principally upon

0.53.

the central system, is it not?-I believe it is; I am not sufficiently acquainted with it to say.

3937. Have the Germans always been nearly equal to the French as they are now; have not the German designers improved very much indeed within a certain time; for instance, half a century? - As far as porcelain painting goes, the Germans have always excelled in a certain class of painting-figure painting.

3938. Do you get any French designs from

Paris, furnished by Frenchmen?-None.

3939. Have you no imported designs? - No, none. I may, perhaps, qualify that; we had some years ago nearly the whole of the old Sevres vases sent to us by M. Brogniart when he was the director of the Sêvres works; they were plaster casts from the original moulds, but beyond that I believe we have had no French designs.

3940. Not even such common things as Sêvres cups and saucers?-No; those we meet with prin-

cipally in this country.

3941. Mr. Bazley.] Is English china or earthenware more liable to fracture than foreign china or earthenware generally?-No. In porcelain, perhaps, the foreign china has the advantage, but I should say the English earthenware would have the advantage over the foreign earthenware.

3942. Is not the English earthenware, generally, of a lighter structure than the foreign?-Not lighter, generally heavier than the foreign.

3943. Heavier than the common foreign earthenware ?-Yes, than the common foreign earthenware; it is the white foreign china that is made so heavy.

3944. What are the white cups of Paris?—

Those are white china.

3945. Do you compete with the French in that particular article?—No, we do not attempt it in china; it is only what are considered to be the American houses in our trade who make nothing but the thick white earthenware to compete in America, and perhaps on the Continent, with the strictly French white china.

3946. The foreign competition is chiefly with articles of inferior merit, is it not?-Yes, quite

3947. You do not enter into competition with articles of great beauty and great taste, such as china, and so on?-Not abroad.

3948. Do you consider that you are approximating to the higher class of foreign productions in this country?—I think so; in fact I think, as far as foreign ornaments are concerned, we are quite equal to them.

3949. Have the Schools of Art in this country at all contributed to the improvement and excellence which you now think exists?—I think there

is no doubt of it.

3950. You stated a short time ago that there were some instances of pupils in your schools who travel as far as four or five miles to receive their lessons?-They do; there are 15 or 20 students belonging to the Stoke school who come from

3951. Yet you remarked that, in some instances, the pupils who had obtained the merit of having medals awarded to them have not taken the trouble of receiving them?—Yes; they attach so little value to them.

3952. How do you account for that?—I think that one reason is that where, out of 50 students, 30 can obtain a medal, it is really reduced to very small value as a proof of merit. Where 50 can compete, and 30 can receive awards all bearing

M. D.Hollins, Esq.

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M. D. Hollins, Esq. to them.

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the same value, they do not attach the same value

3953. Do you find that the workpeople have acquired a higher appreciation of taste, and a greater degree of skill, since the introduction of high-class teaching ?-I think there is no doubt

3954. Do you think that they earn higher wages

in consequence?—In some instances.

3955. From your own experience, they are performing their work more satisfactorily, and they have a greater skill in executing it?-Yes. Of course, I mean in the higher branches. In the lower branches it is of no great advantage; it is just the same in our trade as in any other.

3956. They are more skilful in obtaining the right form in the lower branches than they were

previously, are they not?—No doubt.
3957. You think, upon the whole, that the School of Art has been a benefit to your particular branch of industry?-Quite so.

3958. Mr. Gregson.] Of the 50 pupils of whom you have spoken, how many belong to the middle class, and how many are artisans?-They are all artisans; there are no pupils of the middle class in the school.

3959. Are there no middle class students in the district?-None; or it may be one or two; that is quite the outside.

3960. Are there any local subscriptions?— The local subscriptions amount to about 130 l. a year to the Stoke school.

3961. Have you any rate at Stoke?—No; there is no rate. In fact, we are not in a position

at Stoke to levy a rate.

3962. Is that amount of subscription sufficient to maintain the school?-Under the present arrangement, the Government paying the master all but 80 l., and we agreeing to pay him 80 l., we have been able to maintain the school without getting into debt.

3963. How much have you received from Government?—£. 150 we receive from Govern-

3964. With that and the local subscriptions, you support the school?—Yes; and the fees in addition.

3965. Would not the fixed salary recommended by you in preference to payment by results naturally tend to relax the exertions of the master? —I think it is hardly fair to suppose that an honourable man, merely because he received a

fixed salary, would neglect his duties.

3966. However honourable he may be, if he can be at his ease upon a fixed salary, do you not think that it would rather tend to relax his efforts?-It is quite possible that it might, but I think that no conscientious man would relax his exertions. The strong objection, I think, to payment by results, is the independent character of the students, and the little control that the master can exercise over his pupils. As I stated with respect to the parochial schools, you have there both the master and the parents working together to produce the best results; the pupil is entirely under the power of the master, and is also controlled in his attendance by the parent. In the School of Design you expect the master, without that control and without that assistance from the parent, where the boy is quite independent, where he pays his own school fees, and attends or not as he likes, to produce the same results as the other master, which I think is almost impos-

3967. If the master were paid in proportion his success, would it not be a great stimulus his exertions?—It certainly might; but I thin that he would have a great many disappointment the fact of a boy being able to say to the master the fact of a boy being able to say to the master than the m after having nearly completed a drawing I You do not offer me any induce ment to finish it; you give me a medal, but the medal gives no profit to me, it only adds so med to your stipend. It is easy for the student turn round upon the master at any time, and any I will not finish my drawing. In fact, that te thing occurred in the Stoke school the other day; unless the master had actually bribed to pupils, and given one of them his dinner for fortnight, the drawing would not have been con pleted. I think it would be quite as fair presume, that if a master "was paid in propo, tion to his success," he would pay the most attention to the students who were likely to produc him the best results, to the neglect and disadva tage of those who, from their want of skill ad knowledge of drawing, would necessarily require and ought to have a greater amount of his time and attention.

3968. Would not fixed salaries enable for masters to teach the middle classes instead of the artisans, for their own benefit?—A restriction

might be put upon that.
3969. What restriction could you place upon it ?- That parties who were able to pay for then selves should not receive instruction in Schools

Design.

3970. Mr. Edward Egerton.] I think you said that one of the objections to the present system was that there was not sufficient choice of stud on the part of the pupils?—I have heard the complaint made of the examples sent down the Department.

3971. None of the examples which are sent down by the Department have reference principal pally to your trade of porcelain, have they ?-No

believe not.

3972. They are the same that would be senth Birmingham, then?—They are the same that are

sent to Birmingham, exactly.

3973. Would not you recommend that then should be a choice of examples with reference the particular trade of a locality?-Certain that, in some measure, perhaps, might be advatageously left to the master and the committeed the school.

3974. Upon a master making application for particular class of examples, the Central Depart ment should relax their rule and send dom some of those which are suggested; is that you

opinion?-Yes.

3975. You recommend that scholarships should be given instead of medals?-I would give scholarships.

3976. Would you attach to each school a tain number of scholarships by which boys should be school as the school a come from the provincial schools, and be educated for two years at Kensington?-Yes.

3977. Has that been suggested to the Department?—I believe that I have mentioned casually to Mr. Cole, but it has never hell brought before him in a prominent way.

3978. Have you any other suggestion to make by which you think the Department could improve its system?-No; I think I have stated nearly

everything.
3979. Your suggestions are comprised in the two recommendations,—the establishment of sell

leships and making the studies of the pupils ore elastic?—Yes; and a fixed stipend to the ore enacted to the local subscriptions. aster, depositions. 3980. You have stated that your school only ceived 100% a year from the Government?—

100 a year. 3981. It is put down here as 300 l.; there 3981. It is properly the some mistake?—There is no mistake, as r as the payment made by the Stoke committee

3982. Mr. Adderley.] Will you state to the committee what was the origin of the Stoke minition was it first started?--In the first istance, it was started by a certain number of ntlemen being canvassed throughout the diset, who promised a certain amount of support for three years.

3983. Do you recollect the date of that?—No, do not recollect the date; this minute book les not go back to that. I have been trying to ellect the first particulars, but have not been le to do so; the books have got mislaid

3984. Can you state what was the relations of ose gentlemen to the Government at that ne, or what terms they obtained from the Gornment, when they first started the school at oke?-I believe it was upon the principle that pertain amount being subscribed from the disict, a certain amount would be provided by the overnment, the one being dependent on the

3985. Was the amount supplied by the Goernment appropriated in a particular way in laries, or was it paid to the committee for their stribution?—I believe it was appropriated to e payment of salaries, and not paid to the

3986. At all events, at its origin the school was dertaken by the local people, and they condered it their institution, aided by the Governnent?-Yes; aided by the Government.

3987. Do not your objections to payments by sults rather imply the Government undertaking e school rather than the committee?-No; at st we consider that the system of the Governent paying by results still affords a certain nount of payment to the master, but the master unable to state positively what those results Ill be, therefore there is an uncertainty about salary; and we feel that we should not under ch circumstances, in all probability, be able to t the best man.

3988. Does not the Government say, we have business to maintain his salary; the salary is be paid by the committee to their own servant: offer the aid, not to the servant, but to the mmittee?—I do not understand that you do offer it to the committee.

3989. Then your objection to payment by resats supposes the Government to undertake the 8 hool?—No; my real objection to payment by sults is, that it is placing the master in a wrong position with regard to his pupils; that you give n a material to work with, over which he has control. If you would give him absolute control over the material you give him to work with, then I say that you would be perfectly ht in paying such a man by the results he produced; but I do not think that it is fair and resonable to expect a man to produce certain ults from a material over which he has no control.

1990. The Government does not pay the ster by results, but the committee are supposed

to pay a fixed salary to the master, and the Government supply, according to the results, aid Hollins, Esq. to the committee?—Which, of course, is looked

upon to a certain extent as a salary by the master. 3991. You contemplate a direct obligation from the Government to the master, do you not?-I should do so. What I understand our committee and those in our neighbourhood to wish is, that we should be able to rely upon a certain amount of fixed assistance from the Government.

3992. Supposing there was the same local zeal and spirit still existing which, according to your account, originated the school, and that the local people were willing to pay their own masters and undertake their own institutions, would there be the same objection, under those circumstances, to the Government paying, according to results, aid to the committees, having nothing to do with the masters?—I think you would not do away with the objections.

3993. Will you state the number of students in the School of Art at Stoke?-I think I stated that there were 50.

3994. Can you state the number in the other Pottery schools?-I do not know them.

3995. Of those 50, can you tell at all how many are artisans?—All of them.

3996. It appears by the returns that the numbers were 75 in the year 1862; have they fallen off since then?—Yes, they have fallen off; the number may be a few more than 50, but in round numbers 50 is nearly accurate, and from 15 to 20 of those do not belong to the Stoke district, but to the outlying districts of the Potteries, coming, as I said before, four or five miles to the school.

3997. Can you tell me whether any of those gentlemen who first started the School of Art at Stoke have ceased to subscribe?—Yes, I could state a good many. I could mention yourself for one; it was felt that it ought more to devolve upon the local parties who are considerably more interested than yourself.

3998. Do you apprehend that the local subscriptions will fall off still more?—I find that nearly every year reduces the amount.

3999. Do you apprehend their ceasing altogether?-No, I do not think they will cease altogether so long as the School of Art is kept open.

4000. Burslem having levied a rate may look upon its local contributions permanent, may it not?—Quite, as far as I understand the Act.

4001. Has it ever been proposed in Stoke, or other parts of the Potteries, to levy a rate?—I think we may not levy a rate; we are only under commissioners in Stoke. We cannot do it.

4002. Mr. William Ewart.] I believe towns which are under Improvement Commissioners come under the Act?—I was not aware of that; but we do not come under the Local Board of Health Act. Towns which are under that Act I know can levy a rate, but not towns which are under the old Commissioners' Act.

4003. Mr. Edward Egerton.] Yours is under a private Act, I suppose?—Yes; a private Act.

4004. Mr. Adderley. I presume you suppose that when a local rate is levied, there will be no subscriptions besides?--I should say not, cer-

4005. You state that the schools have been of considerable advantage in improving design in the Potteries; can you state other causes of the improvement of design, such as the use of good models which have been lent?--There is no doubt that an advantage has been derived from that.

4006. Do c c 4

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4006. Do you consider that this system of instruction in art is the best mode of advancing the taste in design, or do you think that private patronage, and the loans of good models would do the same thing?—I do not think they would ever have the power to do it to the same extent. It would not operate to the same extent that it does under this system.

well as the use of models, you think? Wes; decidedly minoral would not record to S

4008. I understood your general recommendation to be that prizes should cease to be given, and that the Government should give scholarships to the schools to train young persons in aut at Kensington with the stool of the schools of Arothan they would be able to attain by continuing to study for a long period at a local school.

adopted by the Government, the higher Schools of Art might be closed and buly elementary Schools of Art maintained in the province?—
I believe that that would be sufficient will the schools had two scholarships every year allotted to them. I think that would fully include the average number of pupils whom it would be prudent to send upilor even who would have gained a sufficient amount of proficiency, because, of dourse, it would be necessary that they should passed certain examination to qualify them for those scholarships and of eliconomy of bloow

stances such elementary schools might be connected with the national school, or do you think that they must be separate institutions?—I think they ought to be separate.

40110 They would require masters for elementary instructions in drawing, would they not?

4012. You do not think that the masters in the national schools could be so far trained in drawing as to undertake that instruction?—Not at all; besides that, the two could never be carried on together; you would never get the pupils of the Schools of Art to go to a national school for instruction.

4013. So that you must still have separate schools for elementary schools of design, and masters sent down expressly for that purpose? Yes.

4014. Of course such masters need not be of the higher class?—No; I should say that such masters as have at present taken the elementary teaching in the schools would be quite sufficient.

4015. For all instruction beyond elementary instruction you would propose that the pupils should go to Kensington?—Yes.

4016. From what age to what age would they have to go to Kensington generally?—I should think from 20 to 21.

4017. In the ease of pottery designers, what do you think would generally be the length of the course of training necessary at Kensington after their passing from the elementary schools in the Potteries?—I should propose two years.

4018. Do you know the history of any of the German or French artists who work for you sufficiently to tell us how they have been trained?—I do not.

4019. Mr. Lowe. With regard to the last question, are you not aware that under the new minute there is a provision made of scholarships of 11. a week to enable pupils to go up to the central school?—That scholarship is not attached

to any individual school; it is a competition which must be gained as against all the schools I understand, in the country; that makes it a very different thing.

wery different times.

A020. It is not a very severe competition is the I do not know what the competition is allowed think the disadvantage of it is that the pupils have no guarantee as to the parties the would be perfectly acquainted in their ownschol with the pupils that they had to compete with a they would say. I can easily compete with some so, and can gain this scholarships blut if a the dent has do compete with allothe sphools in the country, it becomes a rather formidable things a young working mankling and tade back.

taken advantage of this Minute? I am not a late 1022. You do not know that while three in done so? No: but that confirms what I say! 14023. Are you aware that it was bright proposed to make those scholarships available two years? I aminot dar si it toot al. 7201

quence of a representation on the part of person interested in the local schools that we were this people too long away from them?—Lam a aware of that.

looking at it from the taxpayers point of view do you think that it is right that the deverment should be assisting four Schools of Art in the Peteries?—It depends upon the amount which covernment thinks it right to pay towards a schools throughout the country. If there four districts in the Potteries in which go advantage is likely to be derived from each school I should say it is perfectly fair that the Potter should receive a fair share of the amount grant by Government for that purpose

of the Potteries; for their beause it is the plan of the Potteries; for their burn local jealouse, keep up four schools where one would do, to Government ought to assist four schools; is to so!—That is a question I can hardly enter in I think.

of Art at Stoke is a school existing for the best of your own manufactures, and how far for benefit of the whole district?—I considered to be existing so far for the benefit of the whole district, that when I found that I was principle contributing to the entire education of that trict, I relinquished it, because I thought it when of every other manufacturer in the district.

4028: Did you think the school did religious to the school did religious the school did religious to the school did religious to the school did religious to the school did religious the school did religious to the school did religious to the school did religious the school did religious to the school did religious the school did religious to the sch

4028; Did you think the school did rebenefit the whole district and believe it was tainly does so.

4029. But that the main burden fell upon in firm alone: Yes; it did so, as I have shown 4030. You did not think that fair? No. 4031! Have you withdrawn, or only diministrated of rendering ourselves fiable for any ficiency that might arise, we now give a subscription of 50%. A year. I think nobody say that we do not support the Schools of the

stimulate people to exert themselves to the most?—As far as my experience goes, we have had any reason to find fault, or to support that the master did not use his utmost exerting

4033. In your own school?—Yes.

4034. You

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4034. Your objection to payment by results is ainly that not so much money is obtained as by xed payments, is it not?—Not at all.

4035. What is your objection precisely?—That do not consider it fair towards the master under do not culture de particular circumstances in which the pupils he placed under his care; because he cannot re place that pressure upon them which in all robability would be necessary, in order to obtain ne particular and exact drawings which the fovernment insist upon his doing. I believe hat if you are to go upon the results, you must low the student himself to have some option as the example that he will copy, or the specimen hat he will take as his model,

4036. And that he will not work at one that thinks will benefit the master?—The master as no power to make him. The only induceent is that he can say, "You will get a medal." have shown that the medals are held of very tle value; that the students will not even carry

em away from the school.

4037. In fact, it is rather like spurring a dead

orse, is it not?—Perhaps it may be.

4038. If he is neither influenced by the wish do good to his master or to benefit himself, hat are we to do with him ?-They wish to nefit themselves.

4039. You mentioned that you wished students be educated at South Kensington to rather a gher class of education than is to be got in proncial schools?—Yes, that is what I propose; e system which the South Kensington authoris adopted themselves in the earlier days of the hools, was a system from which one of our pils got great advantage.

4040. Do you know why they gave it up?-

4041. Do you know that they found it difficult get employment enough for the pupils when ey had been trained; that they could not get the anufacturers to employ them after they had re-ived this instruction?—We should have been ways very glad to have taken any; we have ken some for the situations we could offer them. 4042. Have you one now?—Yes.

4043. Have you any foreign workmen?—We

ve four painters, besides a modeller.

4044. The names of Mr. Ford and Mr. Grey ve been mentioned, are you acquainted with em?—Yes.

4045. Are they not very good draughtsmen? s, very good, but perhaps not equal to one that have; one of them has been at our manufacy working there for several months, but I lieve he likes the profession which he is followin London better, and perhaps he is able to ain a larger sum of money by working as a iniature painter in London, than working for us. 4046. You do not think it is correct to say that ose gentlemen are not employed in painting ina because they cannot find employment in that de?—It is because they prefer the employment

ey find in London.
4047. Mr. Tite.] You say that you have one glishman and four foreigners in your employnt?—We have a great many Englishmen.

4048. In the higher branch of Art workmanp, I mean?—We have more than that one. e one I alluded to, I have merely instanced as ving received the special education.

4049. Where was he instructed? — In the ools of art, first of all at Stoke, and then for years at the Kensington Museum.

4050. Is he a native of your district?—He is a native of Stoke.

4051. With regard to the German painters, do you know the exact part of Germany whence those men came, of whom you speak as possessing a very ready and bold hand for modelling ?-I cannot tell the exact district of which they are natives; it is somewhere in the locality of Munich, I forget the name of the town; two of them came from that town.

4052. Of course you know, historically, that the school at Meissen, near Dresden, has existed more than 100 years?-I am not aware of the history of the foreign schools at all.

4053. You do not know the history of the School of Berlin, which was founded by Frederick the Great?-No; I am not aware.

4054. If it be the case that those schools have existed for that length of time, a school of art must be hereditary in Germany, in a certain sense?—Yes; I should think so, probably.

4055. You do not know the mode of teaching pursued at Sévres ?—No; not at all.

4056. You spoke of the inability of the English makers to compete with the French white porcelain, is that from the cost of the material, or what?—It is a totally different porcelain from the porcelain that we make; it is all hard porcelain; that is the name that it goes under; all that is made in this country is the soft porcelain; it would be impossible to make from our mixture porcelain of the thickness that this French porcelain is made.

4057. Your coarser earthenware, I suppose, is not porcelain at all; it is earthenware only?-

Simply earthenware.

4058. The glazing is due to the material which coats and covers it ?- It is a white body; a white earthenware clay, coated with a thick, partially opaque, white glaze.

4059. Still it is a different material from what

the French use?—Yes.

4060. Because that is porcelain, and yours is earthenware?-One is earthenware, and the other is china; the fracture in the one is quite vitrified, and in the other is not vitrified in the

4061. Mr. William Ewart. The French china

does not break so easily?—Not near so easily.
4062. Mr. Edward Egerton. The French is inferior, is it not?—The French china is inferior;

it is very common.
4063. Mr. Tite.] Which endures the ordinary wear of life best?—The French china will stand

better than the English earthenware.

4064. Mr. Arthur Mills.] In reference to an answer which you gave just now to an Honourable Member, is it your opinion that the masters are fettered so much by the rules imposed upon them by the department, that they cannot produce the results, or are not likely to be able to produce the results for which they will obtain payment?—I believe the master is too much fettered with the exact examples that must be produced by the pupils, considering the independence which the pupils themselves are able to exercise over the master; he has no power over them. He cannot say, You must and shall do this, and nothing else; the pupil being quite independent, paying his own fees, and attending when he likes. those circumstances, the master would not be able to insist upon particular examples being copied, merely in order that a medal might be awarded to them.

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4065. With

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4065. With reference to the absence of any Hollins, Esq. competition for those scholarships which appear to have been offered by the department, we hear that only three students have availed themselves of the offer; do you ascribe the circumstance that that came to nothing, to the indisposition of the pupils in the local schools to come up to London, which I suppose they were obliged to do, on the chance of competing with so large a number ?-Yes, that is what I meant to say; and also to their not knowing at all whom they would have to compete with.

4066. It was in March 1863 that this rule came into operation, was it not ?- I was not aware of it myself, until the conversation which I had with Mr. Cole, in proposing what I have already proposed to this Committee; he asked me if I was aware that such a rule was in exist-

ence, and I told him that I was not.

4067. Then if there were scholarships which could be competed for by the local schools, you think that that would produce a different result? -I think it would produce a very different result; the scholars would be perfectly acquainted with the nature of the competition that they were going to be engaged in, and they would form a pretty accurate idea as to how far they were likely to be successful.

4068. There are, I think, four schools in the

Potteries?—There are only two in existence now or three, including Newcastle, which is two miles out of the Potteries.

4069. Reference was made to the cause of there being three schools, or whatever the number may be, instead of one, and it was said that it was due to local jealousy; is it due to local jealous or to any other causes that you know of, the there are more schools than one, when one work suffice for the whole district?—I think it is hard fair to say that one central school would suffer for the wants of the district, without elementary schools at the same time, considering the distance of some of the extreme points; if there was merely one local school, many of the scholar would have to go five or six miles, and perhaps that, as a general rule, might be considered to too far for young men to go after leaving the work at six o'clock.

4070. I suppose that, in order to command the services of a good master, and to reduce the establishment charges of a school, it is, generally speaking, very desirable to consolidate as mus as possible, if you can do so consistently with efficiency and convenience?-Yes; I think would be a great advantage if we could get on district to agree to have one good school instead of two inferior ones. That would be a great advantage to the district and to the schools.

HENRY ALEXANDER BOWLER, Esq., called in; and Examined.

H. A. Bowler, Esq.

4071. Chairman. WHAT office do you hold? -I am one of the Inspectors for Art in the Science and Art Department.

4072. How long have you held that appoint-

ment ?- Since February 1855.

4073. What is the nature of your duties?-To take charge of the examinations which are held in all the various local schools; assist Mr. Redgrave in the examinations for the Central Training School, and generally to take a share in the labour with reference to the correspondence on art matters.

4074. How many inspectors are there?-Two inspectors, and two occasional inspectors for

4075. Mr. Lowe.] Will you explain the nature of the examinations that take place under the present system of the department !- I should like to read a short statement on that subject, beginning with the parochial schools: "First, in every school for the poor taught drawing in con-nexion with a school of art, the art master may once a vear distribute prizes to those who succeed Is a making drawings of simple forms on the common school slate; 817 such prizes were distributed last year. Secondly, an examination is held once in every year in each school of art by an officer of the department. The children of schools for the poor who are able to draw on paper attend these examinations, and work exercises in freehand drawing, model drawing, and geometry, and pupil teachers, teachers, students in schools of art, and others, work exercises in the same subjects, and in perspective and mechanical drawing. These exercises are sent to London, where they are revised, and prizes given and payments made on the successful ones. Thirdly, all the works of each school of art which are executed according to the prescribed conditions are sent to London, and examined, school by school, by the Inspector General and Inspectors of the Department.

Bronze medals are awarded. Fourthly, the best of the drawings (about a third of those to which bronze medals have been awarded) are collected for the national competition, in which the school compete with each other for the highest medal the department. Fifthly, examinations are held twice in each year, primarily for students who propose to become teachers, but to which other persons present themselves. At these examinations cor tificates are awarded for proficiency of a higher grade than that shown in the local examination in freehand drawing, model drawing, geometric, perspective, and mechanical drawing, and chalk drawing, and for architectural drawing, for paint ing in oil and water colour, for drawing and painting the human figure, for a knowledge of the principles and history of ornament, for modelling ornament, for modelling the figure, and for ome mental and architectural design. A student who has taken the painting certificate and the certificate cate for the figure, or the certificates for modeling ornament and the figure, may be considered educated artist, and fit to take the direction his own studies and those of others.

4076. It has been stated that the papers used in the second grade, freehand examination, are unequal difficulty, and that the examination therefore, unfair to the students and teachers; you think that this is so? The papers in free hand, in the second grade examination, that which takes place in the local schools are, of necessity different, because the examinations are not similar taneous, and as they have been prepared year year, there has been a little advance in difficulty of the papers; but when two papers at used together in any one year, this increased difficulty is allowed for by the examiners. a little startled by a statement, that in one page 50 per cent. of the pupils had passed, and another only 12 per cent., and, therefore, I had table taken out of the statement. table taken out of the use of those examples

363 and 1864, in all the schools in which wo and to compare them. I found, upon the hole, that in the example which was said to hole, that to be more difficult, 31 per cent. hich was said to be more difficult, 31 per cent. assed; and this is the case, in spite of the ferent circumstances belonging to the entire umber of schools throughout the country, which and up a different number of students according the will and pleasure of the master. In some hools the master selects the candidates with reat care, and passes a great many of them; in her schools he sends in a mass of students to mer seneral then his proportion of success is on the whole, in one case, 34 per cent. assed, and in the other 31; so that the differnce between the two examples is, upon the hole, fully allowed for.

4077. You have explained how those examples me to be of different degrees of difficulty; is at unavoidable?—I think it is unavoidable, and at it is desirable also, because, as we grow older nd get more experience, we endeavour to put le second grade examination a little in opposition the award of the medals. It has been comained that the award of medals to excellent rawings induces the students to spend too long time upon them; we, therefore, prepare xamples which the student is only allowed an our to copy, and which, therefore, require him work with great rapidity; we look upon this counteracting the effect of the medals in in-

icing elaborate work.

4078. A complaint has been made against the ecision of the inspector who awarded medals at ne Lambeth School of Art in March 1863. Do on know the circumstances of this case?—Yes; believe the difference of opinion between the aster and the inspector to have arisen entirely on the stages of figure-drawing, and upon this int the inspector's view is entitled to great eight, because he is an artist of very considerlemerit and standing. The inspector was Mr. rowe, and his pictures in the exhibition of this ear will show how well qualified he is to judge of ose subjects, while the opinion to be set against s seems to be that of a master who has not yet thibited any painting including a figure, if any inting at all. There are also circumstances nnected with that subject which I think will ace it in a clear light before the Committee. ne of them is this:—Some months in the same ar, before the examination took place, an in-ector visited the school and made a report, hich has been put in evidence by Mr. Gregory, the effect that the students studying from the ure were working in advance of their capa-This was communicated to the master, o declined to alter his course of instruction. cordingly, when Mr. Crowe came to the school erwards to examine the works, he found them ficient in skill; it was upon this that the inspec-'s decision was disputed.

4079. Did the department overrule the decision the inspector, and decide in favour of the ster on one point?—Not with regard to the ure-drawing; but the master, besides differing th the inspector in respect of the medal-draw-8, sent up also some mechanical drawings, and made a reference by permission of the inspec-, in concert with the inspector in fact, in the e of the mechanical drawings, to the departat. In the case of the mechanical drawings, p medals were awarded.

4080. When the master and the inspector differed in opinion as to the capability of the students to do this particular kind of drawing, the master had his own way, had he not?-Yes; he had his own way.

4081. He was not overruled in any way?--He was not overruled. When the master wrote to say that he should continue to work in the way he proposed to do, it was thought best to leave it to its proper action; the result came out in the examination.

4082. The only way in which it was overruled was by the result, as regards the success of the pupils in the examination?-Yes.

4083. Have you anything more to say upon that point?-No.

4084. The master of the Lambeth School states that 11 other schools have had causes of complaint. Have you heard of those complaints?-I have not heard from any school of a complaint similar to that from the Lambeth School; that is to say, a formal complaint on the part of the committee: I have not heard of complaints in 11 schools against the awards of the inspectors: The few complaints that I have heard have been in matters of rule questions in dispute between the master and the inspector as to the application of some of the rules; for instance, as to whether a medal could be awarded to a pupil teacher's drawing, or a drawing which had already taken a medal, and so on.

4085. Is not the complaint of inequality in the medal standard which has been made in a few cases removed under the new regulations? -Yes; it is one of the advantages of the new regulations that the medals, instead of being awarded at different times by different inspectors in the localities, are now awarded under the authority of the Inspector General by a Committee of Inspectors, who thus correct any little bias there may be in one another's minds; so that the award will be equal now, so far as the circumstances allow of it.

4086. Therefore, in future, there will be no dispute between an inspector and a master as to the award of medals?-None.

4087. Do you think a sufficiently large proportion of the medals and payments under the new minutes are allotted to the encouragement of figure drawing and of designing ?—I think so. I have made out a statement of the total number of medals which it would be possible for a school to take, if the limitation by which they are now only allowed to take 30 in each school were removed. This total is 133. Of those 133, no less than 52 medals may be taken in stages for the figure, and, as a matter of actual practice, of 1,191 medals which were awarded in 1863, 218 were awarded to figure-drawing. I think this shows that the proportion of rewards is sufficient for the encouragement of the figure. That the figure is not produced so abundantly as it might be produced, arises from the fact that it takes a long time to attain power in drawing the figure accurately and well. I should like to show the class of drawings for which some of those medals are awarded (producing some drawings). In every section or stage which is represented by these drawings, three medals may be awarded in any one school; three medals may be awarded for such a drawing as either of these. In this section, the master is quite unlimited in his choice of models. The student having obtained a medal for a portion of the figure may

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proceed further and obtain a medal for drawing Bouler, Esq. the whole figure. In that case (pointing to a drawing) it is drawing the figure from the antique, Having taken a medal for drawing the figure from the antique, he goes on and takes one for drawing the figure from nature. Then, having acquired the power of drawing, he begins to use the brush, and paints in monochrome, and then he takes another medal. When I speak of one student in this way, I mean to say that any three students in one school can take a medal in each stage. We found it desirable to have a medal for anatomical subjects, and therefore those two examples were given (producing some drawings). This is another example of the section of drawing from life.

4088. Then the encouragement given to figure studies in drawing, painting, and modelling, is a larger number of medals than can be taken in any one school? MY es; and larger than in any

The monotany whichesidus and

4089. Under the former minutes the master received 4 h on a student who qualified himself forms prize studentship; how much may othe claim be on the same qualification under the new! minutes?-He may receive at least 31, and possibly 9d. 110 mif the student is an artizan who succeeds that the same dextent as was formerly necessaryatorobtains a prize studentship; othe masteri willd bee paid vupon this asuccess tunder examination 2ki and 1ki upon the medal he obtains probute if the medal is one which conforms with the conditions laid down in the minute, litmight sproduced more by robtaining a at national: medallion, and then the whole payment made upon that atudent's work would amount ato e and minuteness to achieve dela 01. 19

4090. Why were prize studentships abolished? -Because it was necessary to make some charge in the adaptation of the new system of payment by results, and it had been found that prize studentships upon the same condition in every school worked awkwardly, because they sometimes fell into the hands of students who might pay in fees 3 de 4 le or 5 l. a year, while the Government only paid 11. a year upon the renewal of the prize studentships; the effect was, that in some cases the students were prevented from taking the ne-

cessary examinations.

4091. Chairman. What do vou mean when vou say that the students were prevented from taking the necessary examinations !- I think that a master who was receiving as much as 4 l., 5 l., or 61, a year for a student, was unwilling that he should qualify himself to attend free in the school upon a payment of 1 l. by the Government.

4092. Mr. William Ewart. The master received

less in fees ?-Yes.

4093. Mr. Lowe. It was not his interest to make the students try for a prize studentship?---It was not his interest that the students should try for a prize studentship. There is this advantage! now, that committees may appoint free scholar-] ships if they please, under certain conditions, and : upon them the master will be paid more than the Government used to pay upon free studentships gil they can fix conditions mited to the particular position of the student.

4094. What are they called now under the new minutes? We do not appoint them at all, so that we have not given them a name; we leave them to be appointed by the committees if they chooses?

4095 They are not a subject of general comeruction, independently ofo New Tryoth oran, ability of EULU

4096. Did you hear the evidence of the witness?—Yes, he spoke of national scholar ships; that is another point which I should like to mention.

4097. Can you tell us anything about the tional scholarships?—They were proposed with the view of attracting to the schools of art studen who were about to begin the practice of design or persons actually practising design; they were limited to one year, that they should not have the effect of drawing from the provinces men wh were engaged in a profitable occupation, and keeping them so long in dondon that they would be their connexion at home.

4098. "How were the anational scholars pointed 2 A student was required to have her a student in a school of art, and to have obtained certain medals, or as medallion in the school design, and to submitt certain works to the spector General for Art A If the conditions were fulfilled, the student was allowed to study at the central school for 40 weeks in the year, with subsistence of 20 is, that being all the time it upon the conditioned saw loodos aft

4099. They were appointed by competition then?- Yes, they were appointed by competition

4100. I thought I understood you to say, first, that they were to exhibit works, and if the were up to a certain degree of merit, they would receive the scholarship? Yes, but it becomes competition as the number is limited to 15 course the best are selected. At tadt me

4101. How many are there appointed now Three about

4102. Therefore there really is no competition now any one who reached the limit would appointed ?-Yes:

103. So that there has not actually been up competition, but all have been admitted who tame up to the fixed limit ?ndYessaggs it isd

4104. How do you account for those scholar ships not being more sought for and appreciately -I think, perhaps, the minute has not ben valued as much as it might have been by masters, in consequence of the schools being in somewhat disturbed state it 970

4105. Do you think that the test is too diff. cult?-- Certainly not. I think it is possible the the conditions required may have limited the stituency; they may have limited the number d persons eligible more than is desirable.

4106. That would amount to saying that they were too difficult? They are not too difficult, but the constituency is limited. For instance, the requirement that the candidate should have taken a medal in a certain stage, limited the competition to those who had done so. I do not think it was too high a requirement, but it limited the number who might come in.

4107. Do you think it might be advantageously relaxed in that particular? I think some little change might advantageously be made, ho

4108. It has been stated that no proper es amples, are obtainable by the schools in mechanical and architectural drawing; are there are such examples obtainable by the schools?—Is there are several good examples obtainable mechanical drawing; these books (producing book) are published and obtainable by the school.

4109 Howdare they obtainable !- Either by purchase on the part of the school, under con tions by which the Government would pay ha the cost, or they are obtainable wholly at the the Government, as part of the reward given me dallion success in getting a medal or medallion. 110. As to architectural drawing, what is As to architectural drawing, there is a gre good work upon building construction. Building Construction, which has a mber of useful examples in it, and that seems me to be exactly the kind of work that is reme w and the schools can and do obtain that

4111. In the same way as the book upon meanical drawing 3 Yes, builtong

ancar trades a book upon architectural con-

uction ?-Yes.

4113. Mr. William Ewart. Have you books on architecture as a Fine Art ? Yes, they can obtained in exactly the same way iso far as may be published There are a great many those works of different kinds, at number of ich we have in the Art Library, and which constantly used in our own schools. In fact, waseful world published upon architecture, or ilding construction, or mechanical drawing, can purchased upon the conditionad have named the schools; and if any new works were night quit and suggested by varianater, the pools would be able to obtain them under those

4114. Do schools of art purchase examples herwise than by the 10 s. and 10 l. grant, to any eat extent and To a very limited extent indeed. would seem that the grants made by the Goo. nment, in the shape of 10 s upon each local dal, and 10 % upon a national medallion sufficient to stock the schools . The quanes they purchase pare every small va Under condition by which the Government is will a to pay half the cost of any single example, pols of artishave applied in 1863, only, for 37, los rth, so that it appears that they do not want ny more examples than what they can obtain the 10s. and 101 prizes - orom on

4115, Or is it that they have not got the money? Or that they have not got; the money is but, if, ere were much necessity for them, I think they

uld be able to spare the money funtain t 1116. Have any examples been prepared by sters of schools of art, and adopted by the partment?—Yes, several books of elemen-y examples have been prepared by the sters for the elementary classes; some of them we been very good; when these have been bught to the department's notice, they have

en adopted and placed upon the list.

117. Objection has been made to the requirent of copies from special examples in compeon for medals. Are those examples enforced all stages, or in the elementary stages only? ey are enforced for the most part in the ele-mtary stages only; I have a table of the stages cil could mention those in which the example snot definitely fixed; so far as the elementary, ges go, they are for the most part fixed, but soon as stage eight is reached, and the student cms to draw the fluman figure, from nature of mse, the example is not fixed. In the case the smaller examples from the figure the copy of fixed, and the master may choose any that pleases. In drawing flowers and foliage from the hay choose any example that he ases, and send in as much as he pleases for local medal even in so elementary a subject minting ornament from copies, the master may the cost, or they are obtainableyque himo side of

4118. Upon what principle are the examples fixed in some cases, and left optional in others? It is generally dependent upon the nature of the work which is included in the stage. In freehand outline the example is chosen in order that the masters may not pick the easiest examples which they can select for the students; in this case they have the choice of two examples; it is the same in freehand outline drawing from the round; the example is chosen because it is a severe test of the power of drawing ornamental forms. If The example chosen is the pilaster, from the gate of the Madeleine, in Paris; it is a very fine example of flowing lines, and we give it as a good test example.

4119. Are you of opinion that a relaxation in this respect would be desirable or met? I think certainly not; for a master has monsiderable license at present, because in nearly every case two examples are given to him, which he can choose from. The monotony which has been complained of is, I think, much exaggerated, because the master may work one or other of those examples in particular years and besides that, these examples should be the last taken by a student inschab portion of his study. That the student should be robliged once in the course of las particular stage to take a particular example, appears to the : pot to beonstitute a monotonous (course) One of the points upon which we have had to complain of the masters is, that instead of compelling the student to take a medal by executing; with a reasonable patience, a certain amount of drawings in a particular stage, he brings the comes petition rexample of or wa omedald before, himistood soon, so that the student is obliged to work with painful care and minuteness to achieve delicacy.

41201 He goes too soon to the higher example? He goes too soon to the competition example; that of course helps to make the course monotonews, and at the same time, ib causes the student to do very laborious work in a particular drawing.

4124 disthat the way in which you account for what we Hear with respect to the immense time that some of these students have taken upon particular drawings ?- Yes, impart; some of the drawings, however, are fine drawings, and cannot be made without great expenditure of time; we look upon the expenditure of time as of immense importance to the student in those cases.

4122 Complaints have been made that the education received in the training school is of no use, except to teach in a school of art; do you; know any instances in which masters have made profitable use of their education, besides teaching in the schools of art? - Yes; several of the students who have been trained in our schools of art have obtained profitable employment as teachers and draughtsmen; and some of them have turned their skill as teachers to considerable advantage in teaching imprivate schools of one of tour students (and there are several other students whom) I -mighte name)trobtains considerable remuneran tions by cteabhing i and as law artist uby drawing de Another has been appointed master at the Welts lington College; that is so profitable an engage. ment that he left the schools of lant for ites That same may be said of another, who has gone ito the college at Cheltenham. One has taught the children of the Royal family, and has a very good practice as a teacheren The master of the Leeds, School of Ait states that an income of 500 Land year is labtained by the masters from private instruction, independently of the instruction in the

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schools of art. And, lately, a valuable appoint-Bowler, Esq. ment in Calcutta has been offered to one of the masters, and accepted by him. The master of the Lambeth School of Art has obtained an appointment worth, I think, 80 /. a-year, owing to the qualification he obtained from the Central School.

4123. What was that appointment? - As

teacher to Dulwich College.

4124. Is that Mr. Sparkes?-Yes, that was Mr. Sparkes; he was recommended, I believe, by the head-master of our Central School some time

4125. Mr. Burchett, you mean?—Yes.

4126. Chairman. Has Mr. Sparkes left the Lambeth School?—No; that is in addition to the Lambeth School.

4127. Mr. Lowe.] Do you consider that the teaching in schools of art incapacitate a man from the career of an artist?-No, not at all; it would seem not to do so, because Mr. Herbert, Mr. Le Jeune, and Mr. Dyce have been engaged

in that teaching.

4128. What facilities have been afforded to the masters of provincial schools for visiting the Museum?—With certain limitations, which have taken the form of encouragements to them to produce good results in their schools, they have received generally an invitation to come and see the Training School and the Museum in the summer months. In 1861, 34 masters came under those conditions; in 1862, the International Exhibition being open, the limitations were withdrawn, and 85 masters were invited to London, and came to see the exhibition and museum.

4129. Upon what terms were they invited; were their expenses paid ?- Their expenses were paid. The expense in 1861, when 34 came up, under definite conditions, was 7 l. each master; in 1862, when the whole number came up, the expense was 41. each master. This year five masters have been sent to Paris, to see the exhibition of the works of the students of the French schools. Besides this, there has been for years an opportunity, an invitation, in fact, offered to masters to come up and study at South Kensington, for a month at a time, under the conditions that the department would pay the travelling expenses of the master, from his school and back again, provided he devoted five hours a day to study; and if the master produced works likely to be useful in his school, the department would purchase those works at a cost of 10 l., and present them to the school from which he came. During his absence from the school, the department would supply a substitute to take charge of it for him, provided that the committee made an allowance of 10s. a week to the substitute from the fees. As the schools have, most of them, during the year, times when the work is very much less pressing than at others, the masters, I think, could easily have availed themselves of those regulations, which appear to me to be very liberal, offering as they do opportunities of study to any master who has a strong desire of availing himself of the advantages of the museums of the metro-

4130. Have the masters availed themselves of those regulations to any extent?—Not to a large extent; some few masters have done it, but it has not been used to so large an extent as I think it ought to have been,

4131. Nor as was hoped, I suppose ?- Not so much as was hoped.

4132. It had been said that a school could be under the new minutes, obtain payments under the new minutes, obtain payments the results, if all the results were in the class or classes, because the payment is limited 30 medals; is that so?—I think that question be considered to be answered by the reply was made with reference to the distribution medals. When it is shown that a master may he 52 medals in the figure, that he may take medals in design and technical studies, that may take 21 medals in the separate sections foliage and painting, independently of figure design, it would appear possible for the master cultivate any kind of instruction that he mid find to he most suitable for his school with advantage tage; so that it would appear that, under the lon list of stages which is submitted to the scho the master of the Macclesfield School might in abundance of opportunity of teaching designing his school within the limits; and the master of Birmingham School might also adapt his instru tion to the manufactures of his district, and at the same time obtain the medals. The stages are widely apread, and the payment made is so gen ral, upon so great a number of heads, that a mass may easily adapt the practice of the department suggested course to the requirements of his school without in any way leaving the course, by simple neglecting those parts which do not apply to school.

4133. Chairman. Could he do so in such manner as to obtain the 30 medals? -Yes (course the elementary medals would be the same in each school; they would come in to increase the number, if the master were not successful gaining the 30 medals under the figure stage, for instance.

4134. Mr. Lowe. It has been said that under some rule, which has been called absurd, to members of the same family have received the same prize; will you explain the mode in which the prizes are distributed?—The bronze medal the department is given in the first instance every student who makes a sufficiently success drawing. This medal is, of course, given in man cases to members of the same family. But having taken the bronze medal, the students are allowed to choose prizes which are considered to represe the medal, having an inscription placed in them that effect. After every award of medals, a letter is sent to the school giving them a list of the awards, and telling them how many they have obtained, with this passage: "The local medal the department is to be given for the first awar (that is the first medal obtained by the student "and for any subsequent award, one of the lowing books is to be chosen: "Painting Popular Explained," "Scott's Half-hour Lectures on An "Wornum's Lectures on Painting," "Duppa at De Quincy's Michael Angelo and Raphael "Timb's Anecdotes of Painters;" every students obtains more than one medal, makes a choice of The department does not prescri of this list. the book. The same kind of choice is offered the case of second grade prizes; there the list books is printed at the back of the examination paper; the student succeeding in the second grade examination has no prescribed reward, but choose either a box of mathematical instruments, a but of water colours, a drawing board, T square, a angles, "Burchett's Practical Geometry," "Burchett's Perspective, "Wornum's Analysis Ornament," and "Lindley's School Botan, "Cotman's Pencil Outlines," "Cotman's September 1988 Landscapes

dscapes," box of crayons, or "Binn's Ordscapes, box of Grayons, or "Bmn's Or-graphic Projection," with "Burchett's Practical raphic The students always have this choice, metry." the manner in which that works we have had ntly an illustration. From one of the schools, form sent down with the letter which I read now, requesting the choice to be made, was now, requestions, with a statement that the lent would like to have "Wornum's Lectures;" book is sent to him, and that is returned with atement that he would like to have "Scott's Hour Lectures," or the "Anecdotes of Paint-"Scott's Half-hour Lectures" is sent down, then comes a letter from the secretary, saying the has been another mistake, and requesting Scott's book may be changed for a third, as student already possessed it. The departthe being unwilling that the student should er by the carelessness of the secretary, the k has been again exchanged and a third sent. 135. Mr. Lowe.] Who pays the carriage?—I afraid that the department does.

136. Then there never need be the same boks in the same family?—There never need be. 137. Three brothers in a family could have

ee different prizes?—Yes.

138. If they chose to have the same, it would

their own doing ?-Yes.

139. The three medals would be identical h each other, of course?-Yes.

140. I suppose they would no more object to t than they would to 3 s. ?—I suppose not.

141. Is more or less encouragement given der the new minutes than under former rules schoolmasters teaching drawing? - I think re encouragement will be given when the Formerly a master nutes begin to work. der the Minutes of the Council could take 5 l. teaching his scholar, and 3 l. upon the success his pupil teachers. Now he may take 1 l. n the success of so many individual pupil chers as he can succeed in getting through; that he can receive more than the 8 l. which could formerly receive. It seems to me that master will now earn more than he ever did. one school 51. 4s. has been received, although minute has only begun to work one year.

1142. For what has that been received?—For ching in his parochial school, and for teaching

pil teachers.

0.53.

143. Do you attach a high value to instruction drawing given to the children in parochial ools?—Yes; parochial school teaching I coner a very good groundwork for the advance of scholars in the local schools. Against the evice which has been given here, that it is of no ue, I would place the statement made in wer to Question 1766, by the master in the ester School, who teaches in the parochial cols more, I believe, than any other master. says it feeds the school very much. I uld add the suggestion that the teaching of wing in those schools cultivates faculties which not reached by other studies; even those dents who never come to a school of art afterrds obtain an elementary knowledge of drawwhich is likely to be useful to them in after ; they have acquired some increased power of ception by their instruction in drawing.

1144. It has cultivated the faculty of observaa?-Yes, and a certain kind of judgment is reised in comparing an object and a drawing, ich I do not think is exercised in any other dies.

4145. They acquire powers of comparison? Yes, the system works usefully. It is rather Bowler, Esq. curious, looking at the evidence which has been given from the Lambeth School, that the master who is at Lambeth, now certificated as a modelling master, was originally taught in Archbishop Tenison's School, a school aided by and under the inspection of the Committee of Privy Council, and in which he was a pupil teacher. Then, showing skill in drawing, he changed his object in life. He entered the training class for masters at South Kensington, and has been appointed to the Lambeth School. We have one or two other cases of the same kind.

4146. What is the name of the master?-Mr. Bale, the modelling master at Lambeth.

4147. Do you think the encouragement offered by the Minutes of Council sufficient to induce the continuance of the instruction of poor schools in drawing ?-I do, I think the schools must first become acquainted with it, for it takes sometime to introduce new action into those schools, widely separated as they are from the central department. I think, when the minute under which we make payments to masters has been in force for some time, the instruction will be largely increased. This supposition is supported by the fact that, while in 1862 the number under instruction fell off very largely, during the last year, 1863, the numbers have increased, so that now they are larger than they ever were. They fell off 5,000 in 1862, and increased 8,000 in 1863. I refer to the number of pupils in parochial schools.

4148. I suppose that was owing a good deal to the changes that were made in the elementary branch at that time?-I think the decrease was owing to that. The new minutes of the Science and Art Department have the effect of supplying, to some extent, what was withdrawn from the primary division, and that is beginning to be

I understand that there are a larger 4149. number of children taught drawing in parochial schools than ever there were?—Yes.

4150. Why does not the department make payments upon the success of children in parochial schools in the second, or higher grade?-The first grade includes three subjects-freehand drawing, geometry, and model drawing. Those form also part of the second grade, but of course the second grade is more difficult; and if we were to make payments upon the success of children in parochial schools in the second grade, we fear that the effect would be that, instead of taking the pupils through the three subjects of the first grade, the master would simply induce the pupil to grind-up for the second grade freehand examination. We wish that he should take him through the first grade examination in the parochial school, rather than try to get a higher success. Another reason is, the value we have attached to the second grade payment of 10s.; that is much higher than the payment attached to reading, writing, and arithmetic in the parochial schools, and therefore it would be improper to give it in those schoolse in

4151. You apprehend the same mischief under another form which you spoke of namely, that of putting the students into a more difficult grade before they had worked through an easy one? Instead of the master spreading the instruction overmore than one kind of exercise, he would teach

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H. A. Bowler, Esq. a less easy example.

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in the idlest way, and merely lay before the student

4152. Did the superannuation of the masters of the Board of Trade necessitate their retirement from their duties?--Not at all; they were allowed to retain their position as masters of the schools, because, as superannuated officers of the Government, they could still receive the emoluments paid by the local committees

4153. Have they practically done so in several cases?—They have; in several cases they have remained. The master at Birmingham is remain-

ing.
4154. Why were they superannuated ?--In order to do justice, as it appeared to me, between the various schools that had arisen in the country. Many of the schools established a long time ago had been working at great advantage, as compared with the other schools; and those schools having been found to maintain themselves, under the regulations, throwing the payment for the most part upon the fees, and making the payment of the Government take the shape of an encouragement, it was thought right to place all the schools

upon the same footing.
4155. That which was intended as a salary to the master had really become, in process of time, a large endownent to the school, had it not? -It had.

4156. It has been said by the master of the Lambeth School, that the system of instruction of the schools of design was better calculated than the system of the department to produce good designers; do you concur in that view? -I do not. I was a student in the old school, in ite later days, when it had had most experience, and I was appointed master of one of the local schools, from the school of design; and you will recollect that there was nothing like a regular and organised system of instruction tending towards design. The students studied art as they felt inclined, joining the elementary class, then the painting class, or the figure class, under different masters, as they pleased; and if they proposed to design afterwards, they practised it a little in the school, making use of a small collection of books. Now, a system or course of instruction has been laid down by Mr. Redgrave; and after thinking of it a good deal, it seems to me that it would have been impossible to have invented a system more likely to lead a student to become a skilful designer. The inventive faculty itself, of course, cannot be supplied by any teaching. I should like to bring before the Committee some drawings, to show our system. Supposing a student had passed through the elementary course, acquiring a certain degree of power, and then, with the view of becoming a designer, took up the department's course, he might begin this drawing of a flower; after drawing a great many flowers he would acquire a knowledge of all the varieties of floral form that can be suggested in nature. The student gets a medal to encourage him in doing this, but he should not cease doing it when he gets his medal, but should go on learning from nature. These are from nature (producing some drawings). I think the drawings which I show you now really exhibit the character of the course that is laid down, and show what we consider a central part of the system of the department in promoting design. The student having made those drawings, would then, if the nature of the design which he proposed to follow required the study of colour, make such drawings as those studies

from nature (pointing to some drawings). It proposed to work in some material which did require colour, he would pass from this to s study of composition. I am glad to be able show those drawings, because they may be a in opposition to the statement that the student is a long time upon the desired to the statement that the student is a long time upon the statement that the student is a long time upon the student is long time upon the student is a long time upon the student is a of necessity, spent a long time upon the drawn Those have b which are required for medals. each done at a sitting; one of them has been by a student who has been four years in school. They show considerable power, this case (pointing to a drawing) I think the school. dent must have acquired the power of draw before he came into the school, or else he woll not have acquired the power of drawing all dis a sitting.

4157. Mr. Potter.] Do not you think that months is a very excessive time ?—I think not, 4158. Is it not three times the average?

longer than the average.

4159. Mr. Lowe.] From what school did to drawing come?—The Manchester School,

4160. Mr. Potter.] Would not 48 months three times the average length of time the pur ordinarily spend in that school ?- It may be; It not aware of it. All those drawings are from Manchester School; I picked those out to sho that a student who has passed 48 months in school, studying carefully, having passed through the stages which require so much labour, has no produced these drawings in a short time.

4161. Is not that a very exceptional case,

No, I think not.

4162. Is there any other case similar to it that school at all ?-I think there are cases like I recollect examining the school, and I remember seeing very beautiful designs done.

4163. Have students often remained as long 48 months in a school?—I think so, and eve

4164. In the Manchester School ?- I cannot say; but we have seen cases in which they have

stayed six or seven years. 4165. That must be a very rare case?-Id not think that we should say that 48 months w a very rare case, remembering what we see upo

the medal drawings.

4166. Mr. Bazley.] Especially where a profesional life is contemplated?—Certainly. I w sure it is not an exceptionally long time, because the inspectors have had to remark, very often that students who have been so long as four five or even six years in a school have submitted drawings in the elementary stages. We have thought that the master should not have best getting up his students for the elementary stage after they had been there so long.

4167. Mr. Gregson.] Is not the excellent those drawings far above the average?—I think it is, looking at the time spent upon each one

4168. Chairman. What is the occupation that student who has done those drawings?is called a designer. We have this stage in making a study of a given flower, and then taking the various parts of the flower, and displaying them in some way with reference to ornament that we call the analysis of ornament.

4169. That is another case in which I see! student has been a very long time in the school (pointing to another drawing)?—Yes. This stude has been seven years and six months in the school

4170. Mr. Potter.] What is his occupation!
I do not know; she is a female student. 4171. Chairman,

4171. Chairman. In what school?—The Cork

1172. Mr. Potter]. What is her age?-She

es not state her age.

Ilave you any idea what ary the young man of 20 years of age, whose ary the young have been looking at world. ary the young alone looking at, would receive awings we have been looking at, would receive a designer?—I do not know. One of the great a designer that these schools have is finding that students do not obtain increased remuneration students do not obtain thereased remaineration increased ability. From one school we heard a designer was required to go to the works six o'clock in the morning, along with the mars, and stay the same number of hours; that the kind of stimulus which might be given

that the kind of stimulus which might be given more liberal conditions is not given.

174. Mr. Potter. Do you think that the rularity of an establishment could be kept up all the artisans working in it had not the same urs:—I think so; I think that artisans differtly engaged might very well be allowed to me under different conditions.

175. Have you ever yourself been occupied any large establishment of the kind?—No. ter doing this (pointing to a drawing), the dent is then rewarded for adapting such things leaves from a flower to a given form, sometimes

eaves from a flower to a given form, sometimes hout and sometimes with colours; and in order at the class of ornament he will use may be of high class, he is induced to study ornamental in an historical point of view, and sends up hat we call stage 22, designs for ornaments of ferent kinds, producing, as in this case, surface corations of the Mahomedan countries; somenes it is the surface decoration of India, some-nes of the Greeks, and sometimes of Italy, or ne other country. When a student who has me such drawing takes up designing, if he likely to introduce figure-drawing into it, he ght take up the anatomical section, filling in muscles, and so on, within certain outlines; would thereby have acquired a knowledge of figure, which he could afterwards weave into design. I do not think so complete a system ours exists anywhere else, or a system so likely lead from elementary drawing up to the suc-ful practice of design. Those are drawings students who have passed from the preparatory ges to the stage of producing designs (produc-some drawings.) These bear a close relation the elementary designs. This is a given form ed with a flower, and the students are able to pt it to different purposes; it may be adapted making patterns for carpets or muslins, or any-

ting else of the same kind.

176. Mr. Lowe. It has been objected to the precise of the training school that students are ployed to teach in parochial schools, and thus earn money for the Department; does the partment derive any profit from this service? withe masters in the training class are emyed, as a part of their training, in toaching in ochial schools, in London. Those parochial ools pay for the most part 5 to a year for this ruction, but a master in the central school is ointed to supervise this instruction; in fact, each the students in training to teath in those ochial schools; and, as a difficulty was found collecting the payments from the parochial ools, this master undertakes that duty, toher with the duty of instructing the training ter in teaching. His//remuneration absorbs whole payment made by parochial schools, hat none comes to the Department; the De-

partment being at a loss, moreover, by so much expense in travelling as is incurred by the training Bowler, Esq. masters going from the Department to the parochial schools.

4177. What did you say were the duties of the master who receives the money?—To teach them how they should teach in the parochial schools. As the training master is giving lessons in the parochial schools, he is visited every three or four

times by the master who supervises him.
4178. It is strictly normal instruction; teaching the art of teaching?—Yes; teaching the art of

teaching.
4179. What opportunities have the students in training of using the museum and library?-The museum and library are accessible to all students in training between 3 and 7 on two days, from 3 to 4 or from 3 to 6 on three days, and from 10 to 10 on Saturdays. These are hours during which no school attendance is given. Any student whose studies require it can always obtain leave to study there during school-hours, and before examinations this privilege is largely used. A small collection of books is circulated among the students in training, who take them home to read, and the teachers of the classes of architec-ture and ornament are allowed to borrow any works on those subjects they may think useful, In the central school the hours of study during the week are 25 hours in the daytime in the course of the week. Students teaching in district schools are not expected to attend the evening school, and, with very few exceptions, have two evenings, besides Saturday, at their own disposal. Those teaching in parochial schools are not ex-pected to attend the school on the evening of the day so employed. Speaking broadly, every student in training may be said to have, on the average, from 15 to 20 hours a-week at his own disposal, during which the museum and library are open to him.

4180. He has one whole day, as I understand, which he can devote to it? - One whole day. 4181, And portions of two other days? Por-

tions of every other day.

4182. Do you think that is ample time ? That is ample time, because any student whose studies require it can ask the head-master's permission to go into the museum to study; that is very rarely refused, I suppose only when there is a difference of opinion between the master and the

4183. If the master thought the student was neglecting his work he would refuse him permission?-Probably

4184. Are the students of all the schools in London encouraged to use the museum, and library? -Yes. Students who have taken the second-grade certificate and a medal are entitled to receive a ticket of admission to the museum on students' days, absolving them from the payment required of ardinary people; this has been used by the students in London, but note to the extent and might have been expected to be used I Then students of Lambeth school have used it as largely T as those of any other school mid eard is prepared I for each School of Art, and the master, besides complying with the rule under which those can be distributed, can also obtain cards from the master of the central school, so that under this privilege those students of Lambeth school areas entitled to admission whenever they please without payment; they have every opportunity to study given to them.

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4185. It is stated that the appointment in an Bowler, Esq. irregular manner of a national scholar kept out of that class one of the students in the Lambeth school; is that so?-It can hardly be so; because any student showing the requisite ability would have been admitted in the present instance, inasmuch as no competition arose, the numbers being fewer than those that are allowed.

4186. It could not have happened, therefore?

-No, not in this case.

·4187. The chairman of one Lambeth school considers that the restriction to three medals in the stage for machine-drawing presses hardly upon their large and important class of engineers; how many drawings of this class were submitted this year, and how many medals awarded?-Two drawings only were submitted in competition for medals by the Lambeth School of Art, and neither of them received a medal.

4188. What number could they have taken? -In this class of drawing they could have taken

six.

4189. They only sent in two this year, and those were unsuccessful; is that so?-Yes.

4190. So that they have not suffered from the limit ?- They have not suffered at all.

4191. Do you think that the limits are too narrow?-I think they are not too narrow. think, in most cases, the limit has the desirable effect of inducing the student to pass rapidly from

one study to another.
4192. What fees are paid by the students in the modelling class of the Lambeth School of Art, and what aid has been given to it by the State?-In the Annual Report made by the Lambeth School of Art, the numbers of students attending the modelling class during the whole year is stated as 16 individuals, but the highest attendance during one month was 11 only. modelling master, to whom I have before referred, is a master so far qualified that he was entitled to a payment upon certificates of 40 l. a-year; so that, taking 10 to be the number of students under his charge, the Government has paid 4 l. a-year upon each of those students. It is stated, however, that he also assists in teaching other than modelling students on those evenings on which that class meets. It seems to me that this is one of several cases in which anomalies are set right by the adoption of the new system of payment upon results. In this case the modelling master, who attends the school three evenings in the week, receives upon certificates the same aid that the head-master receives, who takes the whole charge of the school; of course, in future he is likely to receive less than the head-master. The payments upon results will divide the aid more in proportion to the amount of work they

4193. It has been stated that if the Department course were followed, the schools would soon have empty benches; is it not followed in the most numerously attended schools?-Yes; I think that in Birmingham and in Glasgow, where the numbers are very high, the course is followed carefully. At Birmingham, where I think the schools are most numerously attended, the course is followed with a great deal of rigidity. This is also the case at Leeds, where a large number attend the central school; and generally, I think, where the numbers are large, the course is fol-

lowed with the most regularity. 4194. Have you any practical suggestion to make for the improvement of the course?-No.

In truth, the suggestions that I have had to make have been made from time to time in the country that the of my ordinary work. For instance, the figure not cultivated by the students so much as much should desire it; formerly so many medals we not assigned to the figure, but the stage of figure has been broken up within two years, in order give an additional number of medals for figure drawing. I have suggested, in my report of the year, that additional encouragement should given for drawing the figure; I have made other suggestions on various occasions.

4195. Have you found those suggestions men rally attended to?—In consultation with M Redgrave, some of them have been adopted

4196. You have seen the estimates of the bable payments, under the new Minutes, to the Lambeth and Carlisle Schools of Art; have any observations to make upon them?cannot check those estimates in any way, because they depend upon the numbers which the master may suggest as those whom he would be likely claim payments upon as artisans, under the ner But, with regard to both of them. Minute. should like to observe that they have omitted in notice an important point in Minute No. 430 under which payments are made to certain School of Art during the first year, the year of tra The Department has extended this cert cate payment by making two quarterly payment beyond the date of the examination. They would begin at the date of that examination to compete for payment upon results; so that during the first part of the year the masters are saved from the apparent loss upon the certificates by payment upon certificates being carried into the first year of the payment upon results. I think the Department would have it in view, as the have experience in making payments upon result to adapt those payments to the working of the scheme in such a way that a hardship might at press upon the master.

4197. Which payments do you mean?-The

payments upon results.

4198. How would they adapt them?-Byir creasing the payment upon a particular work, a it might seem to need encouragement, and with

drawing it from others.

4199. Do you mean that they would make different payments to different schools, according to their expenses?-No. I mean this: if it found that some work done in Schools of A might require more time and work upon the part of the master than what is allowed for in the allotted to it by the Minutes, after having exprience of it, the Department might increase it some sections perhaps, and diminish it in other They might increase it in those sections while require more work to be done to obtain it.

4200. Mr. William Ewart. Would that graduated system be a payment upon results.

4201. Mr. Lowe. Have you formed any opinion as to the objection that has been urged, that master becomes by this system enslaved to pupils, and will not be able to obtain from the the results upon which the payment will be made -I should attach a little value, but a little value only, to that objection. I think, when the mast is working cordially with the students, and what they feel his instruction valuable to them, re little difficulty would be met with.

4202. Have you formed any estimate as to expense of this recent Minute; will there

nich less money spent than there is now ?-[ink, upon the whole, the loss to the schools ight be taken at an average of 5 l.

1203. Some would lose, and others would not, suppose?—Yes. In reference to the action of suppose in the provinces, the direct payents to masters removed may be stated at ents (610 l., while the payments substituted for those moved have been estimated at 3,071 l.; but is is an estimate based upon conjecture, with gard to the numbers of those who might be cessful in the competition. This is apart from e effect of superannuation of masters who reived compensation.

4204. I suppose those schools where there are w artisans will lose more heavily than the others the new Minute?—Where there are few artins they will lose; where there are many artisans

ey will gain. 4205. Upon the whole, there will be some ght diminution?—Upon the whole, there will a diminution.

4206. Have you any other suggestion to make the Committee? -- I think I have no other obvation to make.

4207. Chairman.] With respect to your statent that the schools where there are many tisans would gain the most, will not the schools, here there are large elementary classes in the rochial schools, gain the most?-I think not; I nk that where there are a large number of isans, the larger sum paid upon the secondade examination will outweigh any success that ght be obtained by those masters who teach

stly in the parochial schools.

4208. Do you think that there would be any actical difficulty in guarding against the mass touching up the works that are submitted medals?—I think there is always that diffity to a certain extent; but I think that where master had largely aided a student, it would be ceptible to the examiner, particularly when the minations had extended over one or two years. 1209. You stated that the mode of carrying on payment by certificates over the first halfr would ease the change in the case of the sting schools; will not the new system tell ry much against the establishment of new ools by throwing off any payment until the se of the first year?—I think not; the practice been when a new school has been established, hake the master, who has in most instances en recommended from the central school, an advance upon his certificate allowance when he the training class. I think that no difficulty be experienced in making a similar advance the prospect of his payment upon results.

210. Would that be in accordance with the principles of the new system ?—I think so.

211. In making the advance upon his certite, you were making an advance upon a certanty, but in making our advance upon payment results you make an advance upon an uncerty, do you not?—I think the advance upon certificate was not upon a certainty, but only n a limited uncertainty; the master might, for ance, get disgusted with the school and leave once, so that there was a little uncertainty.

212. When you stated that the payments were received from the parochial schools for raction by the masters in training were not profit to the Department, did you mean to say they were not a diminution of the expense incurred in respect of the maintenance of those

training masters?-I think they are not, because as the officer who superintends that teaching Bowler, Esq. consumes the money that is paid, none of it can be said to enter into the receipts of the training

4213. You think that the whole of that payment is absorbed by the payment of the master who trains the training masters in teaching?-I know it is.

4214. You mentioned just now that you had encouraged rapid sketching of the figure; have you encouraged time-sketching at all?—I said that I had recommended additional encouragement for time-sketching; that is what I meant.
4215. And memory drawing?--We have en-

couraged memory drawing.

4216. Will you explain what is meant by timesketching ?-By time-sketching is understood the giving a student a definite exercise, a model of the antique figure, and then requiring him to complete a drawing of it in two, three, or four hours. As a rule, for a time-sketch of the figure, three hours are allowed to the student. He can obtain a medal upon such a sketch.

4217. Have many medals been obtained upon drawings of that kind?-Very few; it is one of the points where I have noticed that although we offer exceptional encouragement in those particular stages, it is a long while before the masters

of schools take them up and work them.

4218. Do you remember any that have been obtained in any schools?—Two time-drawings obtained medals in the Lambeth School of Art in the last examination. I think it right to say that both of those students had been taught elsewhere; the one had studied at the Royal Academy, and the other had studied in the central school at South Kensington.

4219. When were those medals obtained?—In March; one of those students had obtained a medal

previously in the same school.

4220. You do not yourself hold the figure-certificate, do you?-I was appointed master of a School of Art under the Board of Trade system before the certificate system was introduced. These are all drawn from living models; they are time studies, 30 minutes having been allowed for each of them (producing some drawings). It is right to say, as some objection has been made to the care and accuracy with which our elementary studies have been produced, that we have put our advanced students to these trials, and after a few trials they come out well.

4221. You spoke of the present system as being very superior to that of the old schools of design; are not a very large number of the men who are quoted as being the best designers at the present day, men who were educated in the old schools of design?--I do not know very well, but I can readily believe that they are, because they have had the advantage of the old schools, and at the same time have seen this system grow

up, and they have themselves used it.

4222. Which do you consider to be the type of a successful school, a school which takes a large proportionate number of medals in the highest classes, or a school that educates a very large number of elementary pupils?—My opinion would be a good deal qualified by the locality of the school; if the school was in a district like Leeds, the school would be considered most successful when it does as the school at Leeds does, teach a large number of the artisans; and in the Potteries the school would be considered most E E 2 successful

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successful when it takes, as really is the case Bowler, Esq. with the Pottery schools, medals in a high class of instruction, because this high class of instruction bears directly upon the manufactures of the district.

4223. Are you aware that there was formerly an annual meeting of the country masters at South Kensington, and that of late years it has been stopped?—I stated just now that, by permission of the Committee of Council, the masters had been permitted in previous years, in 1861 and 1862, for instance, to assemble in London. This was always done by a special minute for the purpose. There was never, as an annual institution, a visit of the masters to London, but, when the national competition took place, the masters were invited to come up, and this was discontinued, or rather it was not done last year; it cannot be said to have been discontinued, it was simply not done last year; but it was done to the extent of inviting every master in the country up in

4224. Was there any objection entertained to their coming up?-None whatever; so far from that, they met in the theatre when they came up, and the officers of the Department came in after they had been assembled a little while, and heard what they had to say.

4225. Are you aware of any objections made by local committees against the system of the Department ?- I have heard that, in many cases, the local committees complain of the stringency of the course of instruction, but I have regarded that as a complaint against what was necessary as a part of the elementary instruction in teach-

4226. Are there any of their complaints which you think have any reason in them?-I do not remember any.

4227. None of them have made an impression upon you?-None of them have made an impres-

sion on me. 4228. Are you aware that they complain of the Central Museum getting too large a share of Government grant?-Yes.

4229. Do you think that there is any reason in that complaint?—I am not able to judge. I think the schools themselves get large grants. I have marked in the report some figures that come together; Sunderland, for instance, had 82 students in the evening classes, and where there are artisans, they are mostly in the evening classes, this school having 82 students in the evening classes, gets an aid from Government of 68 l. The Stourbridge school, having in the evening classes 121 students, gets aid from the Government, to the extent of 86 l. The Stroud school, having in the evening class 58 students, gets in aid from the Government, 52 l. Warrington, where they have an evening class of 63, gets 194 l. aid. Stoke obtained a larger quantity of aid.

4230. Mr. Edward Egerton.] How was it that the school of Warrington received so much?-The school at Warrington obtained in that year five national medallions, three of these national medallions, carrying with them grants of 10 l.; it was in consequence of great success that its amount of aid was so great.

4231. Chairman.] Is not the Sunderland school closed?-It is.

4232. When was it closed?—About a year

4233. Do you know why it was closed?-I think it was closed for want of support on the

part of the district; they found that they were some few pounds in debt, and they allowed the casts to be sold, and several things sent to Carlisle.

Carlisie:
4234. Mr. Potter.] The master of the school was starved out, was he not?—He went back to Carlisle. The total amount of the fees he carned including outside schools, was 129 l., and the given by the Department was 68 l.; so that h received altogether 197 l.

4235. He did not receive the whole of that

did he?-I dare say not.

4236. You showed us some very beautiful drawings by a young man of the name of Abbas who is stated to have been three years and a hall in the Manchester school; he is put down as designer; would it surprise you very much hear that he might have had an education as designer previously to his going to that school

4237. Are you aware that his occupation work be a similar occupation to that of producing these designs?—It would not be similar, because he would not be likely to study so much from nature

4238. Are you aware whether he is occupied in designing?-Yes; I understand that he is by the label.

4239. That of itself is an education, is it not No doubt.

4240. Is it within your knowledge that many of the heads of the drawing-schools at the ferent print-works and other establishments an men equally educated with the masters of the schools of design?-That is not within my know. ledge. I do not know anything of those classes

4241. Would it surprise you to hear that was so ?—No; it would not surprise me to hear that it was so. I should expect that it might he so: at the same time I should expect also that they would be differently educated.

4242. Might not a part of the instruction which Mr. Abbott's drawings evince have been gained in other establishments than the School of Art?-It might have been; but it is evident that Mr. Abbott has thought it worth while w attend at the school for three years and a-half.

4243. Are you aware that some of the master insist upon the attendance at the School of At in Manchester?—No.

4244. Are you not aware that they have paid for that instruction themselves?-No.

4345. You heard Mr. Hollins' evidence in white he spoke of the disability of scholarships being given at South Kensington to successful student from the Potteries; do you think it is at a possible that a student who had spent two year at South Kensington would return to the Potters upon the chance of getting 3 l. or 4 /. a-week?am afraid not.

4246. You spoke of Mr. Herbert, Mr. Le Jeur and Mr. Dyce, as having received a part of the education, to a certain extent, in the School Art; did you not?-No; as having been engage as teachers in the schools, and having been nent artists.

4247. Were they not eminent artists before the went to the School of Art ?-Yes; but going the did not prevent their being still more 80. The was the point in question.

4248. Are you aware whether the opinions the two of those gentlemen who are still live agree with the present mode of teaching?-No.

4249. Are you aware that Mr. Dyce did agree with the present mode of teaching

am not aware of that; it seems difficult to am non this not doing so, because the examples hich are used most numerously in the schools e those which were prepared by Mr. Dyce

Msen. 4250. That was many years ago, was it not? mself.

es. 4251. And they have not at all improved you?

No. 4252. You spoke of the visit of some of the asters of the provincial schools to Paris; has any port been published of the result of their visit? Extracts have been given.

4253. Those reports are only partially published the report, are they?—They can hardly be said to be partially published, because what will be published will be a notice of them, with ex- Bowler, Esq. tracts taken out.

4254. Can you give an analysis of the occupations of the students who have taken medals in the different classes for the last two or three years?—I have here an analysis of the distribution of the medals among the various stages, and also of the occupations of the students. could put in such a return as you speak of. I can state that, in the award which has just been completed of 415 medals, 210 were awarded to persons included under the denomination of

12 May 1864.

Mr. JOHN SPARKES, called in; and further Examined.

4255. Chairman. You have heard the evidence Mr. Bowler, and I think you wish to make a reark upon one of his observations as to the award respect of medallion drawings to the school at ambeth in the last year?-Yes; I understood r. Bowler to state that there was a complaint last ear as to the nature of the award that was made the inspector, and that this year only two awings were sent up, and that neither of them as good enough for a medal. I wish to explain e circumstances. Last year there were 11 awings in those stages, but the whole class was ignored by the inspector, that the recollection that treatment lived in the school, and, conequently, this year it was almost impossible to duce the students to work for medals. scouragement that the whole class has suffered is year is simply to be attributed to the want of roper care on the part of the inspector last year. fact, the students would not work for the edal in a stage which was declared to be out the pale, and not an art stage, and therefore t worthy to be rewarded with a medal.

4256. With regard to the two students in your thool, who took medals in time sketching, it stated that they were students in the Royal cademy; how long have they been in your chool, under your tuition?—Three medals have een taken, one for memory sketching, and two or time sketching. I believe those are the only edals that have ever been taken in the country r these subjects. The medal for time sketching st year, and the medal for memory drawing this ear, were taken by a student who was said to ave been in the Royal Academy. He was enrely under my instruction, from the time he gan to draw, and he got into the Royal Acaemy after being in my school about two years, that the fact of his being in the Royal cademy is so much to the point in my favour. he other medal was obtained by a lady who was student in the South Kensington school, and e was also a student in the Royal Academy, nt has been in my life class for two years. But I those medals were awarded for real power. he power of drawing the figure in two or three hours, and the power of remembering the figure, and drawing it after looking at it for 10 minutes, is a great one. That medal really gives evidence of the possession of power; an ordinary antique drawing may be finished up to a certain extent, simply by giving up sufficient time to it. Success in that stage does not imply the possession of power, whereas a medal for time drawing, or memory drawing, declares the power of the student. And one thing that the masters complain of is, that the medals are given to works of ciful elaboration, rather than to works which show power, and that, consequently, the medals do not tend to develope or educate a great power. I think that that is clearly seen in that stage. It is seen also in another stage. Drawings have been shown here of a flower carefully furnished from nature to be applied afterwards in some ornamental arrangement. It may be assumed that that was the medal for designers to take. I have no accurate means of knowing, but I have every reason to believe that that medal is taken generally by ladies who can give a great amount of time to flower painting. That a designer needs to sketch a flower picturesquely is very true, but he does not want to finish it as a miniature; he wants to arrange the flower geometrically, but he does not want to finish every petal and stamen. Therefore this medal, which is a medal intended for designers, is taken by those who have the most time to spare. a perverted medal; it is an excellent medal in its way, but by reason of the way in which to a great extent an amount of work is taken for power, it has become perverted. The best anatomical drawings are made by ladies in the same manner, viz., by elegant elaboration, which does not declare they have any practical knowledge whatever of the subject, but only that they have much time at their disposal.

4257. Have you any papers which you wish to produce?--I have a comparison of payments made to the masters of the Lambeth School of Art, under the old and under the new Minutes of the Department .- (The same was delivered in;

vide Appendix.)

Mr. J. Sparkes.

Luna, 23° die Maii 1864.

MEMBERS PRESENT:

Mr. Adderley. Mr. Bazley.

Mr. Bruce. Mr. Cave.

Mr. Egerton.

Mr. Ewart.

Mr. Crum-Ewing.

Mr. (iregson.

Mr. Lowe.

Mr. Arthur Mills.

Sir Stafford H. Northcote.

Mr. Potter.

Mr. Salt.

Mr. Tite.

Mr. Trefusis.

SIR STAFFORD NORTHCOTE, IN THE CHAIR.

The Hon. BOUVERIE FRANCIS PRIMROSE, called in; and Examined.

Hon B. F. Primrose.

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1864.

4258. Chairman. You are Secretary to the Board of Manufactures in Scotland?-Yes.

4259. Is the Edinburgh School of Art connected with that Board ?- It is managed by that Board.

4260. When was that school affiliated to the Science and Art Department?—In the year 1858.

4261. What was the cost of instruction immemediately before that time?—About 1,500 l. a-

year, taking one year with another.

4262. How many students were there attending the school in 1857?—The total number of students the year preceding the affiliation was

4263. What amount of fees were they paying?

-In that year they paid 275 l. 16 s. 4264. What is the cost of instruction now?-

The gross cost of instruction now is from 950 l. to 1,000 l. a-year.
4265. How many students were taught last

year?-In the central school there were taught 538, and in the outside schools in the town 1,406 students, making a gross number of 1,944 students.

4266. Against 309 in 1857?—Yes, there was no teaching of outside schools in the city, under

the old system of the school of design. 4267. What was the total amount of fees received in 1863? — From the central schools, 431 l. 16 s. 10 d., and from the outside schools, 183 l., making a total of 614 l. 16 s. 10 d. for fees

in the year 1863.

4268. Has the instruction given in the school improved or deteriorated since it became connected with the, Department?-Decidedly improved. At first, after the affiliation with the Department, 1858, the school took no national medallions, but in 1862 it took ten medallions, and the works produced were considered so good, that the examiners awarded a special gratuity to Mr. Hodder, the head master. Moreover, Sir John Watson Gordon, president of the Royal Scottish Academy, and Mr. Steell, sculptor to the Queen, at the exhibition of the works, remarked upon the excellence of the system of the instruction and the advancement made by it. Professor Miller, lecturer of pictorial anatomy, also commented upon the great correctness of the anatomical details in the figure drawings, and the

anatomical knowledge they indicated on the part of the students. I would further add, that it discipline of the school and the regularity in a tendance of the students, are very superior to what they were formerly.

4269. What are the classes of persons who attend the school?—All sorts of classes. Then are a great number of artisans. The female day classes are attended by a higher class of persons than artisans and by ladies; but the moning and evening classes are attended by artisans of all descriptions. This applies as well to the morning and evening classes for males as for females.

4270. They are artisans in retail trades chiefly ?-Yes.

4271. With respect to the amount of aid that the schools receives from the Government; the Board of Manufactures allocates a certain sumi aid of the schools?—Yes, the Board receives at annual grant from Parliament of 2,000 l. a-year.

4272. Connected with arrangements made a the time of the Union?—Yes; out of which it supports the National Gallery of Scotland, the Royal Institution, and other institutions, in

cluding the School of Art.

4273. They are not bound to appropriate ap less they choose, are they?—Scarcely bound at the time the Treasury Minute was passed for the affiliation of the school with the Department, the impression was that the Board would be relieved of the cost of the school.

4274. At all events they must appropriate those funds to some purposes connected with either art or manufactures in Scotland?—Yes.

4275. Independently of those funds, what does the school receive out of the grants of Parlisment for the Science and Art Department? I must refer to the Department for that.

4276. Are you able to say whether the new Minutes will at all affect the receipts of the

school?—I am not able to say.

4277. Or whether the school could be kept without any aid from the Department?—The from the Department must now be small, I think

4278. It is stated in the Tenth Report of the Science and Art Department (the report of last year), that the amount of aid afforded to the Edinburgh

inburgh school, in the last year, was 685 l. inburgh solding all payments for masters certi-17d., and payments to pupil teachers and grants account of rewards and so forth; you are not account of the financial position of the Not in respect of the aid it receives but I think a great porn of that aid must now have lapsed; I imagine large portion of the sum mentioned onsists of payments to the former masters who have now retired on pension.

we now loss that include the payment to Mr.

Luder?-I think it does.

pension; he has been superannuated. mm must also include 100l. a-year to the lecturer pictorial anatomy; that was a transferred ary under the Treasury Minute of 1858.

4281. Are there female classes connected with e school?—Very large female classes.

4282. By what class of persons are they tended?—The morning and evening classes by nale artisans: then there is a training class nsisting of students from the schools preparing be school-mistresses and pupil teachers; and ere is what is called the day class meeting from to 12; that is attended chiefly by ladies.

4283. Do you know what fees they pay?hose who attend the evening class, which is the tisans' class, pay 10s. for five months instruction, half-a-crown for a ticket taken out by the onth; those who attend the morning artisan ass pay 20 s. for the five months instruction; ose who attend the ladies' day-class, pay s.; but several of those who attend the eveng artisan class or the morning class, avail themlves also of the instruction in the day-class; en there is a ladies' figure class, which is not much attended; indeed, it may be said to be earcely formed, the fee for which is 40s.

4284. Are you aware whether the private drawing masters have complained at all of the empetition of the masters sent down by the Department of Science and Art?-I have heard that

ey have complained.

4285. Is that recently?—A year or a year and half ago; I have not heard anything more of it

4286. To whom was the complaint made?—I ink it was made to some of the Commissioners; cannot recollect at this moment whether a rmal representation was made to the Board. such a representation was made, it would be id before the Board, and be recorded on the inutes.

4287. Do you remember whether it was conlered there was any justice in the complaint? I think that it was considered groundless; it as generally considered that in consequence the extension of art instruction in the Schools Art the private masters would be rather more apployed than otherwise. That many of the dudents would desire to obtain from private inruction what they could not expect to get in casses of a school.

4288. Is the course described by the Departent strictly followed in the Edinburgh school?

It is strictly followed.

4289. Have you had the travelling collection om South Kensington sent to Edinburgh?—

4290. What was the result of that; was it a coess?—A very great success, except in the cuniary return. Phere was a small loss to the cuniary return. 0.53.

Edinburgh school, about 54 l.; but the exhibition excited very great interest, and was visited by a great number of persons; the Department sent down much more than its ordinary travelling museum. It was a great success, as being the means of exhibiting many valuable works in the possession of private persons which never would otherwise have been seen in Edinburgh.

4291. I see stated in the Report of the Science and Art Department, that the receipts of that exhibition were 985 l.; were the expenses greater than that 985 l.?—Yes; the loss altogether was

54 l. 4 s. 4 d.

4292. How came the expense to be so large? -The things had to be brought from a great distance; and to some extent it was carried on without any experience having been had; in all probability on another occasion it would be done cheaper; then, at the most favourable time for making an income from it, we were obliged to close the exhibition in consequence of the Royal Scottish Academy requiring the rooms for their annual exhibition. If we had been allowed to keep the exhibition open a little longer at that period of the year, February, it would probably have paid.

4293. It was open for two months, or thereabouts?—Yes; but not the best months for

making money in Edinburgh.

4294. Mr. Bruce. The main expense was incurred with reference to other objects than those included in the travelling collection, and you had to pay for the carriage and packing of other objects than the travelling museum?—Yes.

4295. Mr. Potter.] Do you pay any rent for the premises you occupy?—No; they are the property of the Board of Manufactures; they are Government property; the school pays no

4296. You state that the entire number of the pupils in the central school is 538?-Yes.

4297. About half of those are artisans, are they?-More than half must, I think, be artisans; the male classes number 331; those may nearly all be classed as artisans.

4298. The entire amount of fees for the year do not amount to much more than 17 s. or 18 s. ahead apparently; you stated that the entire fees were 431 l.?—Yes, but many of the artisans join the morning classes.

4299. The total amount of fees was 431 l. for 538 pupils?—Yes; there is a return given of the

attendance.

4300. Mr. Gregson.] Taking the total number of pupils as 538, how many of those would be of the artisan class, and how many of other classes? -There must be, I should think, 350 or 400

4301. And the remainder would consist of what classes? - Engineers or architects; engravers

or sculptors; artists of various kinds.

4302. How many males are there, and how many females?-The total number of males is 331, and of females 207.

4303. Are the numbers increasing?—On the

whole, they are about stationary.

4304. Do you know the amount of private subscription, and the amount received from Government?-There are no private subscriptions.

4305. What do you receive from Government? We receive nothing direct from Government towards the school, unless it be the not charging the premises with rent. The Board of Manufactures contributes about 300 l. a-year to the school. 4306. What E E 4

Hon, B. F. Primrose.

Hon. B. F. Primrose.

23 May 1864. 4306. What is your opinion of the new regulation for paying masters upon results?—I can hardly express an opinion upon it, because it has not been tested in any way; but personally I am very sorry that the masters have lost their certificate payments.

4307. Do you think that the principle is right?

—I should have said, that, in the case of those who had obtained their certificates, the principle would have been fairer to let them retain them.

4308. With regard to new appointments, do you think that it is a right principle?—The only apprehension I have as to applying the principle to new appointments is, that it may encourage the masters to touch the drawings, so as to get a better result. That is the only objection I have to it.

4309. Mr. Lowe.] Does not it occur to you, that if those who have certificates were allowed to keep them, an old master would have an immense advantage in competing for a situation with a new one; if he kept his certificate, and the other did not, would not he be a sort of bounty

to the school who took him in preference to the ?—There might be that objection.

4310. Mr. Bruce.] Do you think that the school has derived any advantage in having the tificated masters, in comparison with the united tificated masters that you had before?

great advantage.

4311. In what respect do you find them super to those you had before?—In the power of in parting instruction. They are not merely tank art, but are taught how to teach it.

4312. The superiority of the certificated max ters consists in the better training they received.

—Yes, and in their doing nothing else. The present masters are in attendance upon the school beyond the mere class-hours; having no other employment, they are always ready to give advice, or to superintend the works of the students, whereas formerly the masters were artists whereas formerly the time. They attended merely during the class-hours, and then went to the artistic pursuits.

HENRY COLE, Esq., c.B., and RICHARD REDGRAVE, Esq., R.A., called in; and further Examined

H. Cole, Esq., C.B., and R. Redgrave, Esq., R. A. 4313. Mr. Bruce.] (To Mr. Cole). WILL you state what you consider to be the leading principles of your Department?—To improve the taste and art-knowledge of all classes of the community, having especial reference to the influence of that taste and knowledge upon the manufactures of this country.

4314. Do you consider the union of elementary and advanced instruction essential to this improvement?—Absolutely. I think to begin by taking a hard-fisted artisan and teaching him is a costly operation. It has been proved to be a very costly operation, and bearing little results; and that, unless you begin with the child and teach him the A B C of drawing, you have little chance of establishing any permanent system of art-instruction in this country.

4315. If it were found necessary to curtail the expenditure, with what subjects would you begin? -Certainly by abolishing all direct payments to Schools of Art. That part of the system which I think the experience of the last 10 years has proved to be the most self-supporting and selfsustaining is the instruction in Schools of Art proper: the fees have largely increased, and the students have largely increased; and if the localities had given anything like the kind of aid that they were bound to do under the old schools of design system, most assuredly the masters would be deriving an ample income, so as to enable Schools of Art to be maintained. If, therefore, I were asked what part of the grant I would stop first, it would be direct payments to masters of Schools of Art. Then, secondly, if any training is to be given, my opinion is that it should be given on behalf of the helpless and the poor, leaving the grown-up people and the middle classes to take care of themselves. Another head of expenditure which I think it would not be desirable to curtail, the aid of the State, is the museum. As respects the objects of art in the museum, they are not like manufactures, which can be provided as there is a demand for them, but having existed from former periods, they are limited in quantity; so that it is hardly possible for any but a common wealth action to take place in respect of a collection of such objects. It is hardly possible to have a collection of such objects for the use of the public (if it is desirable to have them at all) except through State or central agency. There is the feature about the collection of objects at South Kensington: I believe for the most part they have been collected very cheaply. Some three or four years ago, when an inquiry took place into the South Kensington Museum, it was said that in large prices had been paid for the objects in the museum. Mr. Henry Thomas Hope stated that, if the Government were disposed to sell the collection, he would be very happy to take it at its cost, and pay the interest upon the money invested.

4316. What is the broad difference in principle between the schools of design and the Schools Art in their operation?—The broad principle of the present system is, that every locality is it own judge whether it will have a School of At or not. Formerly, when a number of localities which were called manufacturing places desired to have a school, they came and induced the Board of Trade to give them assistance. The principle now is, that a locality is not bound to come to the Board of Trade, or any other Board but can establish a School of, Art for itself, and can have the assistance offered by the Department by saying that they wish to have it. It puts all on an equality, and makes the State assistance free to the whole country; in fact, the Depart ment has laid down no rule in what places State assistance shall be given, and where it shall There are some places with a moderate population (say 10,000 or 12,000) which have It may be expected thriving schools. perhaps, at some time to say that it would be too costly to give aid to centres of population having a smaller population than a certain number We have not arrived at any decision of that son nor is it necessary to come to any decision There are some good schools that sort. almost self-supporting schools, doing the work cheaply and well, supported by a popular tion of from 10,000 to 12,000. I was asked prepare a return showing the number of schools and what might be the cost of carrying on the present system, and I have done so.

at in a return showing the number of towns Schools of Art in England, Scotland, and teland, with the aggregate population of those wins (see Appendix.) I find that in England the percentage of the total population provided the Schools of Art is 31.7; in Scotland, 36.3; d in Ireland, 13.3. Then there are towns thout Schools of Art. The number of towns ving 15,000 and upwards of inhabitants and no hool of Art at present, is 29 in England, four in otland, and four in Ireland; total, 37. posing you went to another grade of popuion, viz., towns having a population of from 1000 to 15,000: there are 38 towns in England thout Schools of Art, seven in Scotland, and ren in Ireland; total, 52. Then, if you go to other grade, viz., towns having a population m 5,000 to 10,000, the number without Schools Art is 128 in England, 18 in Scotland, and 25 Ireland; total, 171. Then, again, the number towns with populations of 5,000 or about 5,000 ving no Schools of Art is 195 in England, 29 in ptland, and 36 in Ireland, making a total of). If it were considered to be sound policy to end Schools of Art to all towns having a popuon of 5,000 and upwards, assuming that every such town desired to have a School of according to our present rate of working and de of working, it would cost about 95,000 %. year additional. Of course you may stop where please. If you take towns of 15,000 inhabits and upwards, it would cost an additional sum about 5,500 %; then the next class would cost additional sum of about 7,800%, the third class ut 25,000 l., and the fourth class about 100 l. (The Witness handed in the Table, e Appendix.)

suppose this to be in addition to?—The existing grant. I take between 40,000 l. and 50,000 l. as the amount at the present time, excluding the bell cost of exhibiting the South Kensington Miseum. I do not think, assuming for instance that this additional expenditure were to be incurred, that the managing expenses would increase in the same ratio; the Museum expenses would not increase in the same ratio, nor the inspecting expenses, particularly under our new system of

specting works in London.

4318. Mr. Bruce.] Would you, yourself, suggest that State assistance should be limited to towns of any particular population?—I do not think we have arrived at any necessity for a limitation at present. I can conceive it quite possible, in the progress of what I venture to call the self-superting principle of the Department, that a less amount may be made to act as a sufficient stimulus to induce towns to establish Schools of Art without incurring the full expenditure I have been simpled.

4319. You have had some experience of limitation to a few localities, have you not?—Yes, that was the former system; a grant of 600 *l*. was given to Manchester, for instance, and not to Livopool, upon the assumption that, for some mysterious reason, Manchester was entitled to it. Of course Manchester, par excellence, would be said to be the centre of manufactures in this country; but if you come to deal with that idea as a practical fact, what does it mean? It means there are about 500,000 people in Manchester of whom a certain proportion are engaged in mixing cotton and thread, and a certain other proportion are engaged in weaving it, while but 0.43.

a very small proportion are engaged in making patterns. In times gone by, when Manchester had its schools, the manufacturers very properly said, "We do not want you to teach us how to make patterns; we know our business, which is to make patterns for the consumers; you mind your own affairs, and we will mind ours." They answered the State offers more or less in that way. Then, if you compare Manchester with the neighbouring town of Liverpool, which has rather more population, the only difference between the two places worth consideration is, that in Liverpool you have not the very few people making patterns; you have builders, carpenters, masons, smiths, and artisans of all kinds, all wanting art-instruction. You have in Liverpool a class of consumers having as much or more influence upon art-manufactures than the producers. If I had to choose between Liverpool and Manchester, I would rather lean in favour of the non-manufacturing place. I can conceive of no reason at all why many of the small towns represented by Members of this Committee should not have their School of Art if they want it. For my own part, as a matter of public policy, I think a cathedral town is the very best place for a School of Art; it has a well-to-do population, consisting of tradesmen well off, clergymen with daughters, and as many artisans and labourers, on the average, as any town in any part of the country, such a population being rather more disposed to art than the sort of chance population in a new manufacturing town; they are consumers of manufactures, and are much more likely to cause them to be improved than the mere producers of them; and therefore the strong conviction in my own mind is that you cannot, with any fairness, limit Schools of Art to any particular centre. Of course, as an act of despotism, you may say certain localities shall have them or not, but you cannot justify the principle that manu-

facturing places only should have them.

4320. Manchester would employ designers, wherever they got their education?—Certainly; it is the interest of the manufacturer to look after his own business. I think the manufacturers have a direct interest in the improvement of manufactures; it is a breeches-pocket question with them, and if they cannot do it themselves, from their own instinct and interest, I doubt whether the State can force it down their throats. There is a complete fallacy in that notion of limiting the schools to centres of manufacture, and I think that it is

beginning quite at the wrong end.

4321. Would you limit payments to the aiding of artisans?—That, of course, is a question of State policy. It is assumed that poor people can pay less than the rich; I am not quite clear in my own mind that it is a fact. I think a well-to-do artisan, wishing to turn his instruction to practical and profitable account, is able and willing to pay a fair price for it. He cannot pay the price for a very fine example of ancient art, but, so far as regards his learning drawing, I think he can pay a reasonable price for it.

4322. The general feeling of the manufacturers is much in favour of those schools, is it not, though I gather that they have not contributed as largely as might have been expected?—During the last 15 years a very great change has taken place in the opinions of the manufacturers upon the question of these Schools of Art. I think it is hardly too much to say, however the details of the management of the Science and Art Department

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may be open to popular criticism, there is an unanimous opinion that in art-manufactures, with the exception perhaps of one or two branches of ornamental manufactures, an enormous improvement has taken place. That is the testimony of the world, to say nothing of our own people.

4323. That must be an advantage greatly felt

by the manufacturers ?- I think so.

4324. Do you believe they are so conscious of the advantages to be derived from those schools, that they would make any sacrifice in order to secure their continuance ?- I think that any very drastic measure applied to the schools would have, perhaps, the effect of stopping some of them. I could hardly venture to recommend such a policy; but I think that abolishing direct payments would, in a very few years, induce localities to do all that the locality might be expected to do. I think that the evidence of the past leads

strongly to that conclusion.

What is the present limitation on the fees paid by artisans?—We inherited as a tradition from the old Schools of Design the axiom that the artisan could not pay more than 6 d. a week; and, without much reasoning upon the subject, it has gone on. I have heard objections made to My own opinion is that the that limitation. My own opinion is that the limitation is not a right one. Some of my collimitation is not a right one. leagues do not quite agree with me. The Rev. W. Rogers, of Charterhouse Schools, who takes a great interest in the working of the schools, and has established an art school, considers it a grievance that he is not able to charge his students 1 s. rather than 6 d. I think the grievance has been brought before this Committee also. If I am entitled to have any personal opinion upon the subject. I should say the restriction might be altogether removed. If the State is to give any aid, it must lay down some kind of regulations by which all classes can fairly get the advantage of it; and I think that the existence of a night-school should be a condition of giving any aid to any locality, and that such school must be open for, say, two days a week, and that a certain number of lessons should be given. We have experience of the working of such a system in the case of the science schools. One condition of payment in the case of those schools, in order that the master may be paid upon successful teaching, is that he has given the students 40 lessons, and we get at the proof of it as best we can; we get the evidence generally pretty well.
4326. You think that not only should there be

no limitation on the amount of the fees, but that, in fact, the fees in the local schools might easily be increased !- I think that they might be very much increased, and I think that it would be advantageous to do what might be possible to cause them to be increased. Though the total aggregate of fees has largely increased during the last 15 years, the individual payments have not increased except at the training schools at South Kensington; that school being more or less under our direct management there, there has been a very important increase in the rate of

fees.

4327. Are those fees to which you refer paid by the artisans?-At the South Kensington District School, which is distinct from the training school (which is subsidized by the State), the rates of the fees have very largely increased; some fees being as much as 8 l. a year, 4 l. for each session of five months, there being none lower than 1 l. for a session. The result has been,

that whereas at Somerset House, under the system of Schools of Design, the fees were on the average 19s. 5 d. per annum, the students South Kensington now contribute upon the are rage 2l. 18s. 7 d. per annum: thus, being able. control the matter, the Department is getting tolerable sum by fees at the South Kensington District School.

4328. Mr. Adderley.] How much per annual does 6 d. a week represent?—The schools shut for a certain period; practically, I shows say it represents about 1 l. a year. From the students at South Kensington we got 1,5001 year; the amount of fees taken at Somers House was 442 l. At Somerset House the share which every student had in the grant at the tin was 7 l. 13 s. 1 d. per annum; now, in point fact, we consider the school, as a local one, men pays its expenses.

4329. Mr. Bruce. You think that the result might be attained throughout the la schools in the country?—I have no doubt, if local schools did what is done at South Kensing ton, that is, provide the premises free of reand taxes, and if they did the cleaning and light ing, they would get the most competent makes they could desire, who would be remunerated the fees alone : there being no direct payment from the State, but merely the indirect asis tance of medals, examples, inspection, advice, and

4330. Would you be in favour of continue payments on medals ?-No. I think the evidence before this Committee has pointed out certain weaknesses in that system, and Mr. Redgraven myself think it would be certainly desirable to there should be no further payments upon med assuch; I mean, direct payments on medals asper ments on results to masters. We should proper to continue the payments of 10% worth of example to schools, as accompanying the National med lions; but we think, if there is to be any payme by the State direct to schools in the country had better be paid upon the examination of works of each student over a certain period, a twelvemonth. You must fix, of course, a man mum, as you do in the primary branch, others you cannot prepare your estimate. You m also regulate your payment, perhaps, some by the fees which the students themselves in paid. It would not do to pay capitation more because one student remains a month, another remains a whole twelvementh; and the fore a capitation fee would be unjust, and to some jobbery. Students would come in the little time, and go away; but I think it might possible to devise a plan by which the work the artisans (it must be limited to artisans) be sent up to London, and might there bet amined (they being accompanied with a statement what the artisan had paid in fees); and State might, with advantage, say they we give up to a certain sum proportionate of fees which the man himself had paid. I is, on the assumption that the fee itself is in remunerative one; but my opinion is, if schools are relieved from the restriction of a month, or 6 d. a week, they will in a very time do without any direct payments at all

4331. Under any circumstances you continue the distribution of medals for the of awakening emulation; and, also, you will be distributed by the state of the stat would be disadvantageous not to continue

gants of examples; I do not see how the schools ants or call to supply themselves without aid. e very and deal has been said about our limited numgood deal good deal good examples; I entreat the Committee to me and see what sort of storehouse we keep South Kensington. The nonsense that has south that subject is really hardly worth futing; but I venture, with the permission of Committee, to put in some returns upon the bject. Our difficulty has always been in keepg down the number of examples. I beg to nd in a list of all kinds of examples which e supply, at a reduction of 40 per cent. They e distributed under these heads: first, a collecon recommended to parochial schools; that costs 178.; that is the retail price; it would cost the hoolless than that, 40 per cent. being taken off it, sides such trade allowance as we can get off from producers. It is difficult to get the managers the poor schools to advance 31. 17 s. for those

amples. amples. 4332. ('hairman.] What would that collecn practically cost them?—It would be a ster of calculation; about 21. Then there is ass I., copies for outline drawing, in which we we a great number of examples. We never d any new thing in outline drawing but we tantly recommend the Lord President to put in the list. I think the Committee will take the thority of Mr. Herbert as sufficient for the goodss of those examples. Then there are "copies for aded drawing," "machine drawing," "practical chitecture," and "naval architecture"; then lementary works for teaching colour," "coloured amples," "solid models," "books," "materials," d so on; and then various publications. The al difficulty is to keep the list within any nageable compass. (The Witness handed in following circular. Vide Appendix). When a ool requires examples, and has not a great al to spend upon examples, it can get almost y examples it pleases. If it only works for the tional medallion, it has 10 l. at its disposal select examples anywhere, and if they seem be right examples, the Department allows them be purchased; that is, they can get them by wrking for them. Of course they are hungry ough to ask the Government to give them alle ts of things for nothing: a plan was tried once, ich failed ignominiously, and is the worst plan the world, to give a school examples for thing. Here is a list of casts for a parochial hool, costing 2 l. 6 s. 6 d.; casts recommended a district elementary school, 28 l. 15 s. 6 d. is very hard to induce district elementary cools to furnish 28 l. 15 s. 6 d.); collection casts for a central School of Art, 68 l. 19 s. 6 d.; n additional casts not included in the other s, and then " casts of fruit, &c., from nature." Here is a long list here from which a choice may made (handing in the same. Vide Appendix). I annot conceive that there would be the slightest in the world in adding to this list. The bulk these examples are ancient examples; I mean m works of classical art; the very best have en selected. I can only ask the Committee to ne and see the examples which are open to ools of different grades, and I am quite sure y will be quite satisfied that there is rather a erabundance of material than a want of it. rther, in reference to the subject of examples, I think there is, perhaps, a little justice in the complaint that has been made of the inferior quality of some of them. When the Department

was first formed, the practice was for the Department to be a storehouse; it used to buy the examples from the producer, and used to issue them direct: that gave a great advantage in checking the quality of those things; we mercilessly turned back anything not quite A 1. But in 1854 Mr. Cardwell, then being President of the Board of Trade, had a strong dislike to the notion of the State being a trader, and he thought, on the whole, it was better for the Department to try and make the trade furnish the examples, with such an amount of supervision as was possible, rather than that the Department should be in business itself. We consequently changed the system, and gave up the direct sale of examples to Schools of Art. The effect of that has been a to Schools of Art. The effect of that has been a little to deteriorate the quality of the examples, because we cannot have a check upon them; besides which, it certainly has added a little to the cost of the examples. We could bargain better with the producer formerly, because by buying a quantity we could purchase with greater advantage than by purchasing a single specimen. It is for the Committee to judge which of the two plans is most advantageous; we have tried both.

4333. Mr. Bruce.] Your observations just now have had special reference to examples; will you say what is done to make the Art Museum useful to local Schools of Art?-I think the Department, perhaps, might complain that it is upbraided with not doing more; the public is very like Oliver Twist, it is always wanting more; on the other hand, we may, perhaps, take some little credit for having first originated a system which, I believe, is at present unique in Europe. Our own museum is but a juvenile institution; it has not a very great number of things compared with the British Museum, and it has but few pictures as compared with the National Gallery. I do not say anything against those other institutions for not having done what we have tried to do, but some little allow-ance ought to be made for our youth in the matter: and we have done what we could. give the Committee an idea of what we do, there is, first, the Travelling Museum, which, it seems, many schools have so managed that they have made a loss upon it. Then, besides that, we have special loans for study. I could put in evidence here a long story about the Sheffield School, which is a capital example of what we do. We even went so far once as to print a list of the subjects which we sent in a special collection to Sheffield, which were particularly adapted to that town. There were knives, forks, spoons, sugar-tongs, scissors, and so on, articles specially produced at Sheffield; and the Chairman of the Sheffield School of Art, in reference to that Sheffield collection, says, in a letter dated the 6th of February 1856: "I beg to express to you and, through you, to the Department, the best thanks of the Committee of the Sheffield School of Art for the additional works in metal which have this week been sent down to the exhibition in Sheffield." (We are upbraided with not attending to local specialties). "I sincerely hope that the attention thus shown by the Department to the peculiar manufactures Sheffield will be fully appreciated by the public as it is by the Council, and that it will materially tend to the art improvement of the staple trades of the town."

4334. Do you, in your selection of objects of

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art, pay special attention to the trades flourishing in the particular localities to which you send those objects of art?-Yes. When we send to Nottingham, for instance, we scarcely send anything but lace; to the Potteries we almost invariably send what they desire to have. With reference to that point, I observe that a witness of some distinction, Mr. Hollins, one of the partners in the firm of Mintons, unfortunately had a lapse in his memory, which I must Mr. Hollins says, at Question 3899, he thinks the museum is not of much use to the country; that, in fact, as far as the use of the Museum to local Schools of Art at present goes, it amounts to very little indeed. I wish to demonstrate to the Committee how far from being accurate that is, by a few examples which I have brought down. If there be any school throughout the country which has had at all times the most unlimited haul out of the South Kensington Museum it has been the Stoke School in the Potteries; and if there be any one manufacturing firm which has derived great advantage from it, it is Mintons. As an illustration of that I have here a piece of Pallisy, which cost the country Messrs. Minton had the free use of this, to copy it in all kinds of ways, through the School of Art; of course, we should not lend it to manufacturers individually, but they had the free use of this to take casts from, and to send their students to copy it in all kinds of ways; and the result of that was that this copy, produced by Messrs. Minton, can be purchased in a retail shop for 1 l. 15s., whereas a connoisseur would have to pay 200 l. for the original.

4335. You trace in that copy a very close re-

4335. You trace in that copy a very close resemblance to the example you sent down, which cost 200 l.?—Putting aside the imperfection of modern manufacture, I should say that this copy was nearly as good as the other. Here again is a Pallisy dish, which cost 26 l., and which we sent down to Stoke School; unluckily they broke it; but it came back again, and it has been mended, and Messrs. Minton produced from it this, which

costs 15 s.

4336. Does that also closely resemble the original?—The sentiment of the thing is nearly the same; though they are not identically the same, one example begot the other. The Stoke School of Art had, through the instrumentality of the Department, the Queen's permission to take models of all the Sevres vases; they had also the Queen's permission to borrow some Majolica dishes; they have also borrowed certain Majolica out of the Museum, which they have actually copied. I can only suppose that Mr. Hollins forgot all about this. I could give the Committee a list of other things, from time to time, sent to the Stoke School of Art, and which have been turned to direct practical account in the manufacture of Messrs. Minton. To finish my statement about the aid afforded to schools by the Museum: In the year 1852, Mr. Henley passed a minute that any unnecessary specimens in the Museum (I will not call them duplicates, as there is always a quibble about what "duplicates" means), might be sold to local schools for half the cost; such has been the want of eagerness on the part of the schools to take advantage of that minute that not a single specimen has been demanded. The fact is, that they are not at all up to the mark of appreciating them. I do not hesitate to say that throughout the country at large, though a great

change has taken place chiefly through these than the second of the seco hibitions, Schools of Art are in dark and black ignorance about this museum, and if you were go and put the food into their mouths, they were not be able to digest it. We have adopted every system of coaxing and tempting and try all possible ways in which to lead them to me use of it, and there is a kind of effect bei produced; but the schools talk of not be allowed the use of these things!—it is a very ear thing for a school to say, "We want a Majoli plate (of 100 l. value) for a student to draw from who cannot draw at all;" and then to make grievance of it, because we say, "Let him day from something else equally good for his purpose and easily available." But as for the general statement, that the Schools of Art cannot by our rules, make use of the South Kensing Museum, I could by details, which perha would take an hour in the relation, prove directly after, and from the time of Mr. He ley's Minute of the 2d of November 1852, ever conceivable effort has been made by us to indischools to make use of the museum in a prope

4337. Were those specimens which were set to Stoke, sent on your suggestion, or were the asked for?—I think the particular things were asked for. The late Mr. Minton had a keen er for anything that would advance the interests his business, and he was thoroughly alive to the advantages of the museum. Whenever he say thing that could be turned to good account it is notorious that he always endeavoured

make use of it.

4338. Have any other manufacturers in an other branch of Art pursued the same course a Mr. Minton?—I should say the Sheffield manfacturers have taken advantage of the thingse hibited in the School of Art to some extent, as such is the case at Nottingham, certainly, with respect to lace. I could have desired that som manufacturer from Nottingham had testified whe advantages Nottingham has derived.

4339. Can you trace the direct effect of the specimens lent by you to Nottingham, upon the manufactures?—I believe it can be traced. It is said that Nottingham now is entirely release from the imputation of plagiarising from the Erench of the not know that as a fact myself.

French; I do not know that as a fact myself.
4340. Will you continue your statement will
respect to the aid afforded to schools by the culation of objects of Art?-In 1854 a Minu was passed that the collection of specimens should be circulated in rotation to schools. There a great difficulties in carrying that out, every school wanting the same thing at directly the same moment, and they not being particularly accom modating to one another, so that we have go difficulty in making things fit in. Then there a Minute of June 1854, in which my Lords st "If articles belonging to the central Museum were circulated among the Schools of Art, publicly exhibited, the instruction given in schools would be aided, the formation of low museums encouraged, the funds of the low schools assisted, and the public knowledge taste generally improved;" and they go on the low schools assisted the public knowledge taste generally improved; and they go on the low schools assisted the public knowledge taste generally improved; and they go on the low schools assisted the public knowledge tasted the low schools assisted the low schools as sc make some regulations. Again, in March 18 there is a Minute relating to purchases for Museum, in which it is again reiterated that schools are to have the privilege of purchast unnecessary articles in the museum at prime Of course, in a large collection like that at So

Kensington there are inferior specimens among he rest, but all of which have a certain amount of

4341. You mean that those inferior specinens have been acquired when you had to nens nave soon dequated when you had to my entire collections?—Yes, and mistakes of adjunct are made. There is a Minute of anuary 1857, relating to the circulation of ooks, prints, &c., to local Schools of Art, which so much an answer to what has been said by ome of the witnesses, that I ask leave to put it (The same was handed in. Vide Appendix.) We issued this in two columns; in one column we wite the schools to state what more might be one, so that they may return their own sug-estions upon it. Then we found that things got amaged, and we were obliged to make some iles for their protection. We issued a Minute that subject, and the rules were thought to be rict, but it is absolutely necessary to hold he master or somebody responsible for the ricles purchased with the public money. The paragraph of the Minute is as follows:— The Schools of Art of the United Kingdom will ave the privilege of sharing, as far as may be racticable, in the use of the books of reference, ints, and drawings which have been procured this Department."

4342. You find the supply of books rather too nall?—Yes. In 1857 upwards of 450 specimens of t which were considered unnecessary for the cenal Museum, were sent to Edinburgh and Dublin. June 1857, there was a large gratuitous disibution of superfluous casts and other examples local schools. In May 1857, a number of otographic studies of various kinds were prented to schools. There were some further relations in 1860; and then we come to the inute in 1861, which reorganised the arrangeents about the circulation of objects to the schools. the beginning, the Department took all or the eater part of the risk, and the business seemed be getting on so lively, that being afraid of curring too large an expenditure we made the strictions somewhat tighter, and it is comnined now that the restrictions are too stringent. ssibly they might be relaxed with advantage, if st be no object.

4343. In what respect would you relax the restrictions?—At present the locality manages the business, and takes the responsibility, and is bound out of its receipts to pay the agent in charge of the collection, 1 l. a day. I might writure to suggest, that in future the Department should take the whole risk, and that if there was any loss we should bear it, and if there was any gain we might as well give it to the school.

4344. You are now speaking of the travelling museum. You were speaking just now more epecially with reference to the loan of objects of Art?—Yes; I have mixed the two things together, which I should not have done. What we require now is, that the carriage should be paid one way, we paying the carriage back.

4345. That is the objects of Art?—Yes; and.

4346. Are there any rules with respect to the circulation of objects of Art which you consider to have the effect of restricting their use by schools?

None at all. A master will of course sometines make an absurd demand and expect a picture of Etty's, perhaps worth a thousand guineas, for the use of a couple of students who cannot 0.53.

paint, and consider himself aggrieved if he is told that it is to be kept at South Kensington for the use of the students and the public there.

4347. With respect to the travelling museum, do I rightly gather from you, that you would suggest that the State should take upon itself none of the gain and all the risk arising from the cost of the circulating of those objects of Art; that, in fact, it should be a case of heads I win, tails you lose?—Yes, I do; I do not see that there is any help for it. We may, perhaps, induce localities to make a little more use of the Museum by that means than they do now; it is up-hill work to induce them to appreciate it.

4348. Have you ever considered the subject of establishing local museums?—We have made many efforts to establish them. On the 19th of April 1860, the Department passed a Minute requesting the trustees of the National Gallery to allow their superfluous pictures to be circulated among the provincial Schools of Art. We were then refrerred to the Treasury. We wrote to the Treasury, and the Treasury would not agree. On January the 10th 1861, the Department applied to the trustees of the British Museum for the loan of specimens to complete collections sent to the country. The trustees considered that under their existing constitution they had no power to lend specimens, though, I believe, they power to sell them. In April 1861, Mr. Redgrave was desired to prepare lists for the circulation of oil paintings and water-colour drawings throughout the country, and he made a list of upwards of 206 different works that can be borrowed by schools. With reference to the question of local museums, we have again and again brought that subject before Schools of Art in this country. We have even gone so far as to insinuate that it should be a condition of having a building grant for a school, that there should be a room set aside where exhibitions might take place. I venture to think that, instead of giving objects to localities, it would be far better to deposit them on loan, for certain periods, so as to have a constant change in the locality, perhaps, once a year, or once in two years. I think the tendency of a local museum is to fill itself up with second and third rate things. For a little time they excite an interest, and then the locality gets weary of them; the collections have not a high reputation, and they get mouldy and dusty, and are not much used; whereas, if things of equal value, and no higher value, were deposited, and constantly changed, I think you would have a perpetual stimulus from the novelty, inducing the localities to use them. I think there are great disadvantages in locating second-rate specimens (which they must, of course, be more or less) permanently in museums. I think you see that in France. The local museum, say at Lyons or Tours, will have, perhaps, one or two fine things in it. If, instead of the same objects being always there, they were constantly changed about, it would produce much greater fruits. Of course, benefactions and endowments must remain stationary. That is a local question altogether. I am speaking of State action; the arrangement might be most useful to local

4349. You would like to see local museums endowed by the localities, and assisted by occasional loans of interesting samples of Art from the central Museum at South Kensington?—

4350. Have you estimated what would be the r F 3 increased

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increased cost of the more complete system of circulation of objects of Art that you have suggested?-It is not an easy thing to do. I assume that premises must be found, and kept in good order by the locality. I assume, moreover, that secondary objects, and those not wanted in the National Gallery and British Museum, might be consolidated with our own collection, so that something like a national loan system might be established, and that the expense of sending that round as much as possible, perhaps to about 25 or 30 Schools of Art in the year, would cost between I wish to add to 2,000 l. and 3,000 l. a-year. what I have said about the Museum, that besides circulating the objects themselves, we take all the means we can of producing good copies of the specimens of art; you cannot always be sending about a thing of comparatively priceless value; and if you produce a copy of it it answers the purpose nearly as well. Here, perhaps, is one of the most striking instances I can produce to the Committee. Here is a bronze mirror, by Donatello, for which the country paid 600 l. two or three years ago. It is a thing immensely appreciated; no sooner had it been sold out of Florence, than the Italian Government tried all they could to get it back; but failing in that they requested that we should, as an amende honorable, give them a cast of it; an electrotype cast has been made, which can be obtained at the cost of 5 l., and it can be procured by any local school of art taking a 10 l. medallion; putting aside the archæological element, the cast is as good as the original. Here is another object, an Augsburg tankard, for which the country paid 100 l., of which this is a copys; for any purposes of study the copy which can be obtained for 15 l. is as good as the original; so that any school that chose to work for it could get those two copies, if it only troubled itself to take two national medallions. Here is the case of a candelabrum, the original of which cost 18 l., and the copy of which can be procured for 5 l. Here is a dish, the cost of which is 75 l., while this copy is to be had by local schools for 6 l.; besides, they can all buy these things, getting 40 per cent. off; and there are other things of like character.

4351. Have any purchases been made of those copies ?-I think so few, that I can hardly recollect them; but they have been earned by some diligent schools as prizes. The school at Exeter

has earned some.

4352. A certain number are distributed as rewards?-Constantly distributed. I come, now, to another class of objects. It is said that we do not encourage the figure. We have done that which no school in Europe has done, with an audacity rendering us liable to be called to account by Parliament. About five or six years ago, we induced Mulready, who, as the Committee knows, was an unrivalled draughtsman of the human figure, to allow the Department to buy eight studies of him. We bought those eight studies for 800 l., and we did it with fear and trembling, lest we might be said to have squandered the public money. We have had those studies copied by the chromo-lithographic process. There is the original, and there is the copy (producing them). (Mr. Redgrave.) The originals also have been constantly in circulation in the schools since they were purchased. (Mr. Cole.) From the time they were first purchased, they have done no other work in the world, except travelling about to Schools of Art.

4353. (To Mr. Cole.) Are they very much

valued ?- Very much valued. These copies valued?—Very much valued to be purchased at given as prizes; they are also to be purchased at 10 s. a piece. As to the figure, I venture to say even in the presence of my colleague, Mr. Red grave, that the Royal Academy itself has be done as much, during the last 10 years, toward promoting the study of the figure, as the Depart ment of Science and Art. (Mr. Redgrave.) Iti only at the late sale of Mulready's drawings, the the Royal Academy have been buying studies h Mulready, for the same purpose for which bought them, seven or eight years ago. (M Cole.) If the Committee will come to South Kensington, and see what is doing in the study of the figure, they will see an assemblage anatomical drawings, from Local Schools of An which could hardly be seen anywhere in Europe but at South Kensington; and, what is curious, some of the best anatomical analyses are made h ladies. I would add, upon this point, that, with the last three weeks, Mulready's drawings have been sold, and the Department has spent 1,6001 at the public money in drawings of that description and other kinds of drawings which they conceive might be of use to schools, with the avowed in tention that the schools shall earn them as prizes; not with the intention of putting them upon the walls at South Kensington, but that, so far schools can earn their national medallions, there shall have those Mulready drawings.

4354. Would the copy be as useful to school for the purpose of study, as the original?—The is a question for Mr. Redgrave; I think he would say, very nearly. (Mr. Redgrave.) regard to these drawings, exact copies have been made of them by some of the first masters in the school, which have been sold to the schools; by the copy is not so valuable as the original; al in buying those drawings lately at the Mulread sale, it is the intention to part with the origin drawings to those schools who choose to take them in return for the 10%. on national medallion, or the 10s. upon medals, if they get a sufficient number to pay for them, and they will get the at the price they cost us. (Mr. Cole.) I beg whand in a return of the "number of object borrowed from the Art Museum by the Schools Art, not including the travelling collection the drawings, lent to be copied, a list of which attached," from 1856 to 1863, showing the class of objects borrowed by each school. (The san

was handed in, Vide Appendix.)

4355. (To Mr. Cole.) That presents a total a 4,869 objects?—Yes; I also put in, as desired by some members of the Committee, an analysis of expenditure, on account of examples, 16,000 l. a-year; it gives it, as fully as m can, an enumeration of each individual object Under No. 1, "Objects purchased for National Art Museum, costing 11,473 l. 18 s. 9 d." The objects of Art. objects of Art consisted of the following kinds sculpture, mosaics, and marquetrie, fresco pair ing, lacquered ware, enamels, pottery, glasmetal work, goldsmith's work, leather wowen fabrics, bookbindings, &c. The next is photographs taken from those objects. next head shows the amount incurred for restoration of those objects; they come to more or less dilapidated, and they have to be in order, framed, mounted, and repaired. there is a large item of 1,756 l. 11s. 1d. for we for labour in the receipt, issue, and storing examples of all kinds, both for science and prizes, and loans to schools, packing, book

, arranging, &c. The number of objects subjected various processes has exceeded 31,000. various Promittee will come and see the Store hope the Committee and see the Store Department. Everything that goes into the repartment is ticketed and docketed. The store-useum is held responsible till he gets an acquitce by handing the article over to the Museum There is a statement accompanying per. s, of the value of the objects circulated last year the local schools, estimated in round numbers very nearly 25,000 l., including the travelling very near the pictures. (The Witness handed the Analysis, Vide Appendix.) One of the cers has made out a minute statement of the ue of each class; I suppose those purchases objects of art in the Museum would be genely admitted to be the cheapest piece of the rk which the Department does. The exnditure upon those examples is expenditure out which there is no risk, or very little, if any. When you train masters at a cost of 300 l. or 100 l. you may perhaps see no more of them, and u incur a risk; but when you buy a value work of art there it remains, and, if bought th judgment, the probability is that it increases value. As respects South Kensington, and its penditure of, say, 10,000 L or 12,000 L a-year objects of art, it is not to be pitted against expenditure on the local schools. The two ngs are utterly distinct; Parliament may say, u shall not buy things, that would be intellible policy, but spending 10,000 l. a year on jects of art, and laying them before the public South Kensington and Local Schools of Art, is otally different operation from risking 300 l. or 101 in training a master, or paying him upon my results that may or may not turn out well. he buying of these objects of art is a profitable restment of the nation's capital.

4356. This expenditure amounts to 16,145 l. 8, 9d., of which 11,473 l. 18s. 9d. is for jects purchased for the National Art Museum. Would not it be possible in this account to sparate the objects, purchased for the Museum, from the cost of labour in packing and transnitting, and also from the expense incurred in ecial reference to the examples?—Of course, a eat many things are possible, but which are inpedient; it would be imposing unnecessary dificulties on the Department to make it state, it is obliged to do 15 months in advance of its expenditure, how, exactly, it wishes to act. Of course you can do it; you can say, you shall only end so much on examples; if you please you may ake a hypothetical estimate of the amount for packing and storing, and all the other incidents; It the action in these things is very capricious; he had a notable instance in the case of the Campigna collection. At the end of our Parliameny year, a portion of the Campagna collection wis to be sold, and we applied to the Treasury, ying we had no money, and that we should lose it less it were bought and paid for at once. Treasury granted us permission, and gave us the amount from the Civil Contingencies. To our great of the year, they said: "This 6,000 l. must come out of your current expenditure." So that, in at case, supposing we had been tied down by y very rigid rule, without having somewhat of margin, we should have been landed high and as respects our examples for the year. It might be useful to enable Parliament to see how the grant is spent, year by year, in the antecedent

year; but it would be very disadvantageous, if the public money is to continue to be invested in examples, to try and fix with any precision the exact amount to be spent upon them

exact amount to be spent upon them.

4357. You think it necessary to lump together the cost of distributing examples, and the cost of acquiring objects for the National Museum?—It is all part of one transaction. You might make a division, but I think that it would be disadvantageous.

4358. Chairman.] The cost of distributing must be tolerably uniform, must it not?—No. It is very capricious; we could strike an average on a number of years, and we could so manage the distribution, particularly if it was upon an enlarged system; that so much money should be

spent in distribution, and no more.

4359. Mr. Bruce.] It has been stated by some of the witnesses, that faith has been broken towards the masters, with regard to the payments on certificates. Will you give your opinion upon that subject?—The question of paying the masters must be viewed with reference to the various transitional changes which the mode of payment has undergone during the last 15 years. the Department was formed, the Board of Trade had a set of masters, whom, morally speaking, they appointed with a fixed salary. It is true that, in the engagement, it was understood that there was to be three months' notice; but it looked very much like a positive engagement; that, during pleasure at least, the master was entitled to his salary. That system was nipped in the bud immediately by Mr. Henley. Mr. Labouchere, now Lord Taunton, had to some extent pointed to stopping it before he went out of office. matter has already been brought out in evidence; but I should like emphatically to bring it before the Committee again. This was the form of appointment of Masters of Schools of Art, in 1852-3. "My Lords are prepared to contribute towards the income of the master of the proposed school, during the first year of its existence, at the rate) a-year certain; and, if the master's share of the fees to be received for instruction do not, when added to the sum of (£.), make) for the year, then my his whole receipts (£. Lords will be prepared to make up the deficiency, so that his income shall amount to (£. the first year. After the expiration of the first year, whether any allowance is to be afforded in aid of the master's income, must depend upon the position of the school and future arrangements with the local committee." It was quite clear that the engagement simply was for one year, and pointed to the possibility that it would not be renewed at the end of that year.

4360. Chairman.] How long did that continue in existence?—Till 1854; at that time, it might have been open to question, seeing that the Department recommended the masters, whether they might not have been said to appoint the masters; but it entered into engagement with them, certainly, only for one year. Then, the Schools of Art began to sprout up suddenly, and take root over the whole country, and it was found necessary to alter the system; that is, instead of the Department having anything whatever to do with the appointment of the master, that it should be distinctly understood that he was the officer of the Committee, and, accordingly, the Department ceased to have any direct action in the appointment of the masters. The masters then began to be trained, and they were sent **FF4**

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abroad to find their situations. It did happen, as it happens to this day, that a local committee, thinking that we knew more of the morale of a master and the probability of his answering their purpose, would come to ask for our advice; but it is on all Minutes that we repudiated all responsibility in appointing the masters

4361, Mr. Bruce. When that Minute was passed, the Department of which you speak was the Board of Trade?-Yes. I think that it never happened that the Department issued any notice of any kind in which it did not emphasise the principle that it was only going to assist; that it was not going to undertake to do the work. find in the Minute about Casts, dated 12th October 1852: "So far as Parliament may place means at the disposal of my Lords, it will be their wish to encourage and assist, but not supersede, local efforts in promoting art-education among the people, by means of collections of works of art.

4362. Mr. Adderley. How far were those Minutes known by the public, or by any schools? - How far people will read anything is a question difficult to answer, but that every ceivable mode was adopted of making those Minutes known I can most confidently affirm.

4363. Were they accessible to the public except through the Blue Book ?-Yes, certainly; we never prepare a Minute about which we do not bore the Secretary and, sometimes, the Chairman, and insist upon the master having it, and he usually gives a receipt that he has got it.

4364. Was that the case in the year 1852?— It was thoroughly circulated both in the Blue

Book and in the shape of these Papers.

4365. Mr. Bruce.] Everything was done, in fact, to bring it to the knowledge of those interested?—Everything short of bringing them up to town and reading the paper to them in conclave, which of course it was impossible to do, as we were issuing something of the kind every month. This Form of 1853 is the form under which the gentleman was appointed who considers that a breach of faith has been committed with him; and this form, more or less, continues to the present day: "With the view of affording temporary aid in promoting the establishment of a drawing school and drawing classes in , my Lords are prepared to

contribute towards the income of the master of the proposed school, during the first year of its existence, at the rate of l. a year, certain: and if the master's share of the fees to be received for instruction do not, when added to /., make his whole receipts

l. for the year, then my Lords will be prepared to make up the deficiency, so that his income shall amount to After the expiration of the first year, whether any allowance is to be afforded in aid of the master's income must depend upon the position of the school, and future arrangements with the local committee." Then our training master having certified that the man has been a student in the training class a certain time, and that his conduct has been satisfactory, and that he has obtained such and such certificates, he is recommended by the Department, and in that recom-

mendation occur these words: "In the self-supporting School of Art." We have always put forward these words, "a self-supporting school," as prominently as we could. We have always been struggling towards self-support, and

I think we are on the highroad to it. This recommended the form: " self-supporti mastership in the School of Art, to be guaranteed a salary l. per annum by the Department, receive l. in aid for the first year.

4366. Mr. Potter.] Was there ever a selfto receive

porting School of Art?—I think, very nearly think that the whole system is self-supporting

very nearly, now. 4367. Chairman.] Is there any reference that form to the master holding a certificate "I recommend him as qualified to teach in a following stages of instruction." I now have point out, that whereas in 1852-3 the Depart ment guaranteed the payment for a year, to Department, in 1856, put the onus upon to local committee to guarantee. The Department of the D went on reducing its obligations year after year till it simply came to paying just the certifical money for the year. If the local schools stopped to the paying its committees chose to dismission. or if the local committees chose to dismiss # master, there was no kind of permanent obliga tion about it whatever. On the title page the Art Directory since 1857, the following tence has been invariably printed: "The rule in the present edition supersede those in former editions, but are always subject to resi sion." In the Directory of the Science School which are part of the functions of the Depart ment, it is stated emphatically that there is no obligation beyond a year. I am sorry that has not appeared in the Art Director, but it is entirely without foundation to say that tradition was not thoroughly understood. In the Science Directory it is stated that then are no obligations, except for one year, and the Department reserves to itself the power of to vising all payments whatever; that has head in existence for three or four years. I have shown the Committee how we passed from the salaried system to the guarantee system, the guarantee being eventually transferred to the local committees. I cannot conceive how any body can complain of any breach of faith having been committed, or how there is any justification whatever for such an assertion. We have been sometimes twitted with that phrase "self-support ing," and asked to explain it. It has been perpetually in the mouth of the Department, and," my memory serves me rightly, gentlemen in the country upbraided the Department with always telling them that it wished to cast the school adrift as soon as possible. It has always been the policy of the Department to induce the public itself to support those schools. I beg to read an en tract from a Minute of the year 1853-54, relating to the application of Parliamentary Grants. The was a circular sent round to local schools: "M Lords, on their part, propose to confine the Par liamentary Grants wholly to the promotion instruction, and even in this point to exercise to trol only so long as the local committee elects. receive the Parliamentary aid. Their Lordship would view it as the highest mark of the progress and success of art-education in any locality find that the committee preferred independent of the Government Grant altogether." Then of the Government Grant altogether." find the following extract in a circular relating the annual report from self-supporting school dated the 31st of October 1853: "The pecunian assistance given by the Department towards establishment and maintenance of local schools of so slight and exceptional a character. 4368. W 4368. Was the arrangement of the Department with regard to paying on certificates ever communicated to the local committees?—Fully.

nunicated to the minimum and m

4370. Which do you call the Minute which was down the broad principle of paying by certicates?—The very first Minute I have read implied that no payment whatever was made, a cept upon proof of competency. Mr. Cardwell was the instigator of the system of paying by certificates. In the first year of the Department of Practical Art, we agreed to pay only 101., and a guarantee an income of 701. or 801. a-year. In a year or two after that we agreed to pay 101. The proof of the same broad conditions, putting that our aim was self-support.

1371. Your argument is that the mode of payment was altered, but the conditions remained the same?—The mode of payment was rather enlarged. The only obligation that we incurred as to pay 10 l., and besides that to pay as little as possible under the guarantee. We made that arangement in order that the master might not share. It would have been rather hard to send a master down into an unknown place, and to leave him to get on as best he could, without his having some certainty of what he was going to live upon. After two or three years we found that to be unnecessary.

372. Mr. Bruce. Supposing the State assiste to be continued, can you suggest any other n the present mode of payment by results?-I think to revert to salaries would be to demoralise the whole of the schools; I think that the Government had better withdraw all assiste whatever than do so. I think that the evice already given goes to show that the instant voll begin to distribute any public money, it is infectious that any amount you give will er afford any satisfaction whatever. And as to laving any kind of hold upon the localities, have none at all. You may do what you and they will always be wanting more. I ald strongly advise that the whole Department, ar as art instruction is concerned, should be up rather than that you should adopt the of salarying people where there is no real

4373-4. Mr. Lowe. Do you include certificates under salaries?—I think that certificates are a species of salary. Our experience has been, that it is far better to pay a man for his work as well as we possibly can.—(Mr. Redgrave.) It may be doubtful whether we have paid on results in the best way; but I think, upon the whole, it is far more satisfactory to pay on results than on certificates. The whole of the evidence, to my mind, leads to the ronclusion that we could not revert to certificates assisfactorily.

475. Mr. Bruce.] (To Mr. Cole). Would you suggest that payments for instruction, tested by examination, should be limited exclusively to state, or would you make them available to 0.53.

others?—Being a public officer, I do not know that I have any right to have a personal opinion. If I may venture to give my own opinion, I should not give the training masters a monopoly.

4376. And whatever payments you made, you would make them equally to those who were able to pass the examination, whether trained by the State or not?—(Mr. Redgrave). The great object would be to satisfy ourselves that a good and sound course of instruction was given throughout the country. If we could ensure that, and the results came out satisfactorily, there does not seem to be any reason why we should confine ourselves to masters taught by us.

4377. All that you require is skill in drawing?

—That the drawing is soundly carried out, and that design is taught on a sound basis.

4378. That is sufficiently tested by your examinations?—Yes. (Mr. Cole.) We require also proof that the work is really done by the person frem whom it professes to come; that would have to be provided for. I wish to put in at this stage a Table showing the number of persons under instruction, and a Table showing the amount of fees which have been paid in public schools, and private schools; and also by teachers and pupilteachers, and morning students and evening students; which would enable the Committee to see how far the fees bear upon the question of self-support. That is for the last year (handing in the same: vide Appendix.)

4379. (To Mr. Cole.) Have you any other suggestions to make with respect to any possible alterations in the rules as to payments?—I have tried to see what might meet the objections that have been urged, and, after considering with Mr. Redgrave and Mr. Bowler, we would venture to say that something like the following was practicable; assuming, of course, that it is not desirable altogether to abolish the present system; whether that be a proper assumption or not, I do not venture to say. The future policy of the Department might be usefully modified, as follows: (1.) The National Art Training School, with local payments for training in local schools, to be as at present. (2.) At least one scholarship in the National Art Training School to be offered to a qualified student in each local school, at a weekly minimum payment of 20s., to be increased by results to 40s., to be held for one year, and to be renewable. A similar scholarship was offered in 1852, as appears by No. 26 Circular, page 37, Annual Report. We have never bid high enough for scholarships. You cannot get an artisan who is in his business, perhaps with a wife and children, to come up to London upon 20 s. aweek; and if it be thought necessary to have scholarships at all, you must bid much higher. I do not know that it would be advantageous to pay them too highly; but you might say that they should have 20 s. a-week, and if they did satisfactory work during the week they might be paid up to 40s.

4380. You would buy their drawings, in fact?

—Yes, and give them to the schools whence they came. (3.) Suitable premises, with lighting and cleaning, must be provided, rent and taxes free, by the locality, at its own cost, as a condition for the following aid being given: —(3 a.) Payments on results for the children of the poor, and for those taught in "night schools," and in night classes of art schools.

4381. Do you mean all persons taught in night Schools?

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23 May 1864. schools?-Any person coming under the detailed conditions: - (3 b). Night schools or classes must be open twice a week for 40 weeks, and a certain number of lessons given to each artisan. (3 c). Payments on instruction in poor schools to remain as at present. At present 6 d. a head is given on instruction in poor schools; 6 d. a head upon a million children would cost 25,000 l. a-year. (3 d.) Payments on results not to be made on local medals as formerly, but payments up to a fixed maximum, proportioned to the fees paid, to be made on the satisfactory results of the evening classes in art schools, such results to be shown by the works forwarded to the Department. The master claims, on behalf of Artisan A. B., that he shall get State assistance. sends up the works the student has done, from any examples he pleases. The student has paid, say, 8 s. 6 d. during the year, upon which, under this rule, the State would return 8 s. 6 d. if the bulk of the works were satisfactory. (3 e.) Payments of 6 d. per head to be paid to the masters of art schools, if they prefer not having scholarships. We pay a capitation of 6 d. a head upon the instruction given to poor children in drawing; that was with the view of getting the work done, and aiding the master. (Mr. Redgrave.) It had, also, the advantage, under the new Minutes, of training the local art scholars, and if they succeeded in taking a first certificate of the third grade, the master would get 15 l., which was a considerable addition to his salary. (Mr. Cole.) If the master likes himself to have that 6d. a head, I do not know that there is much objection to it. (4.) No restriction as to amount of fees. (5.) Medals to be awarded to all classes of works which are in accordance with the course, and which have been made in art schools or classes; but students not taught in art schools coming up for examination in the second grade before the inspector, may, at the same time, present works in accordance with the course to be sent to the Department for medals.

4382. What is the immediate object of that? -Rather to open the field to drawing masters throughout the country, so that if they thought it worth while to send in drawings in accordance with the Department course, coming up themselves for an easier examination than the third grade, say the second grade, and bringing up the works of their students, subject to such conditions as would ensure their having been done by the student himself, they might come up and compete with all the rest of the schools for medals. (6.) Local medals not to be restricted in number in any stage or section. I think it has been proved that they practically are not, now that a master may work the stage of design, or the stage of the figures, and get a heap of medals if he likes; but there would be no great objection to removing restrictions. (Mr. Redgrave.) There was never any complaint of any importance as to limitation in the number of medals till the payments on results came to be made upon the medals. Formerly, no complaints were made as to restrictions in the number when they were given only as rewards. Cole.) (7.) National medallions not National medallions not to be restricted in number to any school, but one school is not to take more than three sets of 10 l. examples. That is, as it is at present, which is as much as the school can digest. (8.) The number of test examples in each section, for local medals, to be varied as far as possible consistent with the

course. (9.) Building grants as at present, w exceeding 500 l. (10.) Circulation of example. books, and museum objects. The traveling collection to be exhibited at the risk of the) partment, and the profit, if any, to go to partment, and the prome, and the schools, as far as possible. The expenses he schools, as far as possible. If the receipts, If the large he schools are schools as far as possible. be deducted from the receipts. If there be loss, the Department will bear it; if there be gain, the schools will get it. (11.) An annual complex and lecture on the diagrams, examples and muse objects, sent in circulation, to be given to ear school at the cost of the Department, would involve an increased expense of 1,000 a-year, or so; but it would be a useful thing explaining the museum objects, and would no doubt very acceptable to the schools, and organised properly, would probably bring the in a little money, if they made a charge for a mission. (12.) Payment for annual report, as present. (13.) Forty per cent. of the cost examples to be allowed, as at present. (14.) lessen the monopoly of the certificated master second grade payments by examination to open to teachers not certified. Payments works in machine and architectural drawing me be made to teachers holding the science certification cate. We have a number of masters certificate as science teachers, who, if they produced go drawings as works of art, might be allowed come in and take second grade payments, at examination. It would stir up our masters get a little science in their teaching, as well art. (15.) All payments to be contingent on Parliamentary vote, and certain for a year on and subject to revision. That should be star up in very large letters in every school. 4383. To what extent do you think the adoption

of those modified rules would increase the present outlay?—I think an addition of 3,000 l. or 4,000 would be quite sufficient; say, 5,000 l. a-year 4384. You think that the adoption of

dasa. You think that the adoption of a change proposed by you would meet some of a objections which have been offered?—I think would meet all that have any soundness in the

4385. Chairman. In going through yoursta ment of the changes which took place between the time when the Board of Trade used to p the salaries of the masters and the establishm of the present system, you have not given very fully, the arrangements with regard to t payments on certificates. You say that it explained to the local committees that the partment would not render itself liable, or we not guarantee the salaries of the masters beyo the first year, but did not they always in the local committees that the masters whom recommended were men who held certificates wh had a certain annual value attached to them Certainly; the only question is, whether annual value meant for more than a year; ther it was a year's engagement or not. Redgrave.) The salaries were open to revis the Parliamentary Grant was changed. Cole.) I think I have shown that the Deport ment, at every stage, tried to guard the purse against anything more than a year's gation. I have no doubt the tradition was me stronger, perhaps, in our heads, than in thes the masters, who never troubled themselves the antecedents a bit; but it is upon our real clearly, that we never contemplated any liab beyond a year.

4386. Mr. Cole.] Was not it the practice give to the masters, whom you recommended,

more certificates with these words printed more than a mind walue attached to this cer-non them, "Annual value attached to this cer-licate for" such and such a group "101."? es; of course it might have been more explatory, bu! I do not suppose that the masters at believed that it was a salary in perpetuity; I not believe that it bears that construction.

4387. Looking, first of all, from the side of e local committees, do not you suppose that a e local committee, on inquiring what advantage it as to receive from the Department, took into nsideration that it was to have the services of a aster who held a certificate entitling him to 10%. 201., or even 401. a-year from the Depart-

ent?-Yes. 4388. And, in making their arrangements, did t they consider that that would be in aid of hat they would have to provide?-Yes; the angement being determinable at three months' tice on either side.

4389. What arrangement?—I am under the pression that all the forms of recommendation that the master or the local committee may minate their engagement at three months'

4390. The master might leave the school, or committee might dismiss the master?—Yes. 4391. Does that in any way affect the bargain th the Department?—I think so.

4392. In what way?—You cannot suppose that e Department entered into any permanent oblition to continue to pay anybody a given sum, ery year, it being in the power of other parties the bargain to alter it at three months' notice. r. Redgrave.) Supposing a master held five rificates, and he was dismissed, and the comttee took another who had but one certificate, whole state of things would be altered by the al committee.

4393. (To Mr. Redgrave.) The local committee uld know what they were about if they took a n who had only one certificate; and therefore y one 101.?—It would change all their emolunts from the Department. (Mr. Cole.) It is a rsonal matter with the master; one master is ued at 50 l. and another at 10 l.; the local mmittee need not trouble itself with it.

394. (To Mr. Cole.) Do you suppose it made difference to the local committee whether they a master receiving 50 l. or a master receiving hing?-Not quâ the money, but quâ compecy, yes; the Government marked the value of master by giving him 101. or 501., or whater it might be, but that made, or ought to e made, no difference to the pockets of the al committee. It might have the effect of ucing a Committee to reserve a large share of has had that effect.

395. A master of a certain amount of compeey may consider himself as worth so much in way of salary, may he not?-It is a rough of valuing; the results prove his value better n anything else.

396. Would not a master, making his bargain h the local committee, naturally expect that should, somehow or other, receive more if he e a man of high qualifications, than if he were an of low qualifications?—That is, he would e a greater title to take what he earned; a master ought to get as much of the fees as ible; he would make his own bargain with committee. I do not think that there is a le committee in the country, except one, that has paid their master by salary. In one place in the country, where political economy is supposed to be broader and wider than anywhere else, the committee has fallen into the mistake of giving the master a salary.

4397. I understood you to say, a little while ago, that in the agreements that were made between the masters and the local committees, there was some provision that either party might give the other three months' notice; have you any such form of agreement that you could refer us to?-Here is the form of August 1860; the form by which the committee takes the first step for getting a School of Art. It is as follows:—"At a meeting of the committee of the School of at , held on the day of

186, it was proposed by seconded by , and resolved, That the committee having received the subjoined certificate from the Science and Art Department, to the effect that is a duly qualified person to give instruction in the said school, do hereby appoint him to be a master of that school, and as long as he continues to carry out the wishes and objects of the committee, and the various regulations framed by them conjointly with the Science and Art Department, they will pay him at least parts of the fees received in the Central School, and parts of the fees received for teaching in other schools, in addition to any fixed payment he may receive from the Science and Art Department. The appointment to be determinable at three months' notice on either side." My impression is, that that form was in existence until the new Minutes.

4398. Reference is made there to the fixed payment that he might be receiving from the Science and Art Department ?-Yes. This form would be modified by the new Minutes.

4399. In what respect?—It would have to be reconstructed, as there is no payment upon cer-

4400. With what idea do you suppose that those words, "In addition to any fixed payment he may receive from the Science and Art Department were introduced?—That was to give the master an assurance that the local committees would pay him so much of the fees. I am not aware, except in the case I have mentioned, of a school departing from that principle, and paying a salary

4401. There was a distinct agreement that a certain share of the fees should be given, and in that agreement there was, in the form prescribed by the Department itself, the statement that some fixed payment would in all probability be paid to the master?—Quite so.

4402. I also find in the old form of certificate fees to ease its own liabilities; but I doubt these words added to each "annual value attached to this certificate for such " and such a group, "101." There is no notice, that I can find in that certificate, that that value was attached only for a single year, or that it might be withdrawn at three months' notice, or any other notice. Do not you consider that that amounted to a bargain with the master, that he should receive 10% a-year upon that certificate, which might be brought by him into his bargain with the local committee?-Not a bargain in perpetuity, certainly not. I consider it was perfectly competent for Parliament to have stopped the vote, and equally competent for the Department to alter the conditions upon which they would make their payment. (Mr. Redgrave.) Moreover, if the master resigned G G 2

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his position, or was dismissed, that payment instantly stopped; he could not claim any more till he was re-engaged.

4403. Mr. Bruce. Have any cases of that

kind occurred ?-Yes.

4404. Chai man.] The same would have been the case with a man guaranteed a salary; if he had been dismissed, he would not have been able to claim his salary?—Of course.
4405. Mr. Mills.] Was not it a bargain to pay

him during good behaviour?-No.

4406. Chairman.] Was not it a bargain to pay him while he continued in the position he held as master of the school?—(Mr. Cole.) As I have said before, terminable by Parliament on the one side, or by the Department, on its responsibility on the other, fair notice being given. If for reasons of State policy it be desirable to alter the mode of payment, it cannot be contended that Parliament or the Department have not the power to do so.

4407. Do you put the power of Parliament and the power of the Department exactly on the same footing; of course, you could not bind Parliament to grant the money; and, if they did not grant it, the Department could not pay it; but what do you think of the Department itself breaking an arrangement of that sort?-I do not consider it breaking an arrangement; I do not consider it an engagement beyond a year at

the utmost.

4408. I see in the "Directory" of 1860, at page 34, there is under the head of " Detailed Information for Local Committees," a form of notice purporting to be given by the Science and Art Department to the local committees, and in that form of notice appears this passage: "It has been ascertained, by means of an examination conducted by the officers appointed for that puris competent to give instruction, as stated in the margin, and, accordingly, he has received a certificate that he is competent to give such instruction in the proposed school. In consideration of the extent of the requirements herein specified, and of his fairly and fully endeavouring to carry out the wishes of the local committee, as well as the various regulations framed for the purpose of assisting and co-operating with such committees, this Department will pay to the said early sum of pounds"?—Yes.
4409. Do you mean to say that that is not an yearly sum of

engagement?-It is a yearly engagement, if you

4410. Do you mean to say, when you say "this Department will pay the said pounds," that means yearly sum of that you will pay him the sum for one year?-The local committees had the power of determining the engagement at three months' notice, and the masters also had the power of determining the engagement at three months' notice. I cannot understand how it could be thought for an instant, that the State, or the Department, on behalf of Parliament, should have entered into any long engagement.

4411. I see in the same form further on, a certain provision is made under which the "fixed annual payment" might be increased, supposing the master were to qualify himself and pass a higher examination; and then there is this provision, "on the other hand, the whole of the provisions herein named, whether as to fixed payment, or guarantee, will cease ipso facto, from the

time the master or the committee cease to can which the out the conditions upon which the arrangement the conditions upon which this general was made, and those upon which this Department of the coronerate in ment has been authorised to co-operate in found Does not the ing a school at paragraph seem to point out very distinctly local committees, the conditions under which payments might be withdrawn?—I think it min be misapprehended. I do not admit that it been misapprehended. I have shown the whole policy of the Department, step | step, has been always to guard itself from long obligations of payment. The whole policy of the Department has been to go on the supporting principle; and, therefore, whaten lapsus there may be in that mode of expression read by the context of all the antecedent Minne on the subject, the claim set up for permane engagement cannot be maintained.

4412. You were a party to the drawing these Minutes. Was there the slightest idea the minds of those who prepared them, at the time they were drawn up, that those payment on certificates would be put an end to?-In 18% certainly not. Soon afterwards, viz., in 186 when the Marquess of Salisbury was President he organised the Science Branch, attaching to distinctly no value, that is, no definite fixed value to the certificate .- (Mr. Redgrave.) It was the said, if we were to begin again, de novo, should not attempt the plan of training masters certificates in art. Moreover, dozens of master who hold certificates, have never received an thing upon them, because they have never be

engaged in teaching in art schools. 4413. (To Mr. Cole.) I see in the Director of 1858, at page 100, there is a Minute of Science and Art Department (Nos. 136 and 18 stating that the Department has been authoris to adopt a system similar to that employed the Primary Division of the Committee of Co cil on Education, and further proceeding the "It has been accordingly determined that 24 stages of art instruction in this Department shall, for the present, be divided into six ground and that when a master has received a certific of competency to teach any group, he shall: ceive the annual sum allotted to it as long as is engaged in teaching, under the inspection of Department, and performs the necessary con tions." How do you explain that as being merely temporary engagement that might broken at any time, at the pleasure of the Department ment?-It seems to be admitted that the by Parliament is an annual Vote. If I w asked whether the Department contemplated engagement beyond the annual Vote of Part ment, I should say they did, and could not. sides, out of the number of masters that? those certificates of competency, I suppose at of them are not employed at all.

4414. Has Parliament ever refused to vote money to your Department to make those ! ments?—No.

4415. Therefore, the refusal is not the return of Parliament, but the refusal of the Departs itself?—It is the refusal of the Department,

4416. The Department for reasons, be good or bad, has thought fit to alter the mod payment. Do you not think, after the quotal I have read to you, the Department in so has disappointed expectations which the ma and the local committees might reasonably

been entitled to form from the language used by the Department itself?—I do not think it has. The Department when it said that, "When leved the Department altering the inspection of the Department"?—That was, of course, subject to the Department altering the matter whenever it thought to do so. As for a perpetual right, I cannot be how any one could dream of such a thing.

te how any one could dream of such a thing.

4418. Upon what principle was it that the asters who were formerly paid by salaries, were ompensated for the abolition of their salaries?—
hey having been directly appointed by the loard of Trade, and having been many years many of them 12 or 14 years) in the receipt of hat salary, it was thought, in accordance with that is the usual practice in public offices, that hey might be viewed in the light of civil serants, and, therefore, entitled to compensation. It was deemed desirable to get rid of their offices, and therefore they were compensated.

4419. Mr. Adderley.] What hold had the Deartment on the master continuing to teach, upon e other hand?-None whatever-(Mr. Redrave.) He got his education and departed from as freely as he liked.—(Mr. Cole.) The Dertment, as a matter of public policy, spends a ood deal of money in training those gentlemen teachers and giving them the means of getting eir livlihood, and having done so, they may go sea and may do anything they like; the State ill have risked 300 l., or 400 l., or 500 l. in the ocess, and the Department says, "We will amp a value upon your certificates, and so long we have money to give you, and so long as we ink it good public policy, you shall have this It does not affect the local committees far as I see. There are many excellent schools here the master has only two certificates. Of urse it is all the better for the master if he has ur; but I do not see that it affects the local mmittees, who are bound to pay certain parts

the fees.
4420. Chairman.] (To Mr. Cole.) Has the lepartment been dissatisfied with the working the schools under the certificate system?—I would say not; I should say that they have been

ther proud of it than otherwise.

4421. Where is the danger of reverting to the rtificate system, if you were in any way to odify the new Minutes, at all events as far as e existing masters are concerned?—There is danger of course, but I think it would be ther going into arrear on the feeling upon the bject than otherwise. It does not follow that master holding four certificates is a good barin; he may be a very bad teacher, and the partment may be paying 50 l. a-year, thout a guarantee that he is worth the money all. It is obvious, even if he is worth the ney you are paying him, a proportion of it is the instruction of classes who could afford to y for themselves, and who ought to be made pay for themselves. I am assuming that Parliament does not want to take middle class education into its own hands; therefore, payment on certificates is payment without a guarantee that the teacher is a good one, and is payment on behalf of the middle classes in ae proportion. Those are two things which it would be better if you get rid of. Having 0.55.

had experience of the working of the Science Minute, it was thought desirable to import the same system with the Art Department. I should consider it a blow and discouragement to the system to revert to the payment by certificates. (Mr. Redgrave). Another evil of the system of payment on certificates is, that it induces schools to have two or three masters when one might do, so necessitating great cost. It has been proved that at Lambeth the students, in modelling, cost the State 4 l. a piece. In some instances students, in modelling, have cost the State 10 l. or 12 l. a piece. I think that was the case at Stoke once, where the master desired to appoint a second to teach modelling who had four certificates, and there were only six or seven students to be taught modelling, so that the State would have had to pay 5 l. or 6 l. for each student.—(Mr. Cole). The State may be paying a man with five certificates most disproportionately for the work he can possibly do.

4422. Chairman.] (To Mr. Cole). To go to another point, I wish to call your attention to the evidence of Mr. M'Donald. Mr. M'Donald made a statement with reference to the claim which the masters in the training class considered they had, and he was asked this question by Mr. Lowe: "Will you have the kindness to read this passage at page 71 of the Minutes of 1863, which has been part of the Minutes of the Department for 10 years? 'It must, however, be distinctly remembered that at the termination of the allowance the Department in no degree undertakes to provide or obtain employment, as teachers, for the students so trained.' able to say whether, as a matter of fact, that passage has been a part of the Minutes of the Department for 10 years?—I can investigate the point, and tell you exactly how that is. My impression is, that it has been part of Minutes for that time. I find that as early as January 1855 even, remaining in the Training School, when he had reached a certain point, was conditional.-(See Appendix).

4423. Has it been longer than the year 1860?

—I am not able at present to say decidedly, but my impression is, that we foresaw that the claim would be likely to arise, and that that rule was

established a long time ago.

4424. Looking to that passage, to what class of students does it apply; does not it apply to female students only?—Most certainly not. I never heard such an assertion. We do not make one rule, such as this, for male students, and another for female students. It would be giving protection to men well able to fight their own battle, and withdrawing it from women less able. The exact converse has been the policy of the

Department.

4425. If you look back to the beginning of that section which is headed, "As respects students in training," you will find in the second paragraph, "with a view to assist female students in obtaining the necessary qualifications to become art teachers, admission to the training school for females is regulated by the rules stated above;" then does not it proceed to say that the female students may receive their allowance for a period not exceeding two years, and that they may under certain circumstances receive an allowance for one year more, whereas with regard to the male students mentioned in the first paragraph, no such limit of time is introduced?—My impression is that the employment rule has no particu-

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lar application to female students, nor do I think the context shows that it has. The general heading is "training school for masters of Schools of Art. Then the sub-headings are, "Rules for admission to the training school," and "as respects students in training," relating to the male school and to the female school; but I should be surprised to find that this rule was made for the female students only .- (Mr. Redgrave). It was found after a time that we could not find the same employment for females trained that we could for males; there were no Schools of Art of which females could take the charge, and there have been some modifications of the Minute to enable them to take advantage of the Minute without having to take charge of schools.

4426. (To Mr. Redgrave.) Is there any limit to the time during which male students may continue in training?—Arrangements are made between the head master and myself as to the time that students ought to be allowed to remain before

taking a certificate.

4427. There is no strict limit of time appointed for the continuance of a male student in the

training-class?-No; certainly not.

4428. But there is with regard to female students, is there not?—No; only allowing them a longer time in which to take a certificate. The masters are obliged to take a certificate at the end of the second session, or their payments are withheld; but the mistresses are allowed to continue longer, and to take teaching engagements outside.

4428. (To Mr. Cole.) Will you read the paragraph beginning, "Should opportunities offer for a female student?"—It is an arrangement by which she may be enabled to take teachings outside, and have rather a longer time allowed before she takes further certificates. Modifications are made by the head master that the students must take certain certificates within a certain time, if receiving payment; it is modified with regard to a female, inasmuch as she may get teaching outside, and may be a little longer in taking her next certificate. This grace to female students is wholly inconsistent with the interpretation suggested about the employment rule.

4430. Mr. Mills (To Mr. Cole).] Will you read the paragraph to which the Chairman calls your attention, "A. Should opportunities offer for a female student in training to employ a portion of her time in teaching, she may accept engagements with the concurrence of the head master, and receive a reduced allowance proportionate to the time remaining for studies connected with her certificate; it being understood that the duration of the allowances will in no case exceed three years."

that comes immediately before the paragraph to which reference has been made, that the Department does not undertake to provide or obtain employment, as teachers, for the students so trained "?—(Mr. Redgrave.) Yes, it does; but there would be plenty of notices to the students, which might be put in to show that we made no such regulation as is suggested.

4432. Chairman (To Mr. Cole).] Having called those paragraphs to your attention, do you adhere to your statement that there is no difference in the rules with regard to male students, and with regard to female students?—Certainly; that is with respect to this question of finding employment.

4433. With reference to the length of time

they might continue in the training class, is there a very material difference, inasmuch as the time for male students to continue in the training class is not limited precisely by any number of years, whereas the number of years that the female students may remain is very precisely limited?—On the Directory itself there appears to the period allowed for taking a certificate. The Minute of 14th January 1854, limits the stay of a master receiving the highest allowance, to two years (see Appendix).

4434. Do you call it not a very material modification that one class may remain for a definite time only, and the other may remain for an indefinite time?—(Mr. Redgrave.) I think Mr. Coleculd put in evidence to show that our regulations are that the masters shall not remain more than two sessions without taking a certificate. (Mr. Cole.) There are certainly cases within my recollection where the head master has recommended the dismissal of a student in training for having

loitered in taking his certificate.

4435. Chairman.] What is the longest time that a male student has been upon your list; have you had a man as long as nine years (Mr. Redgrave.) I should not think so; it might be. I should think this student, McDonald, who complains, has been almost as long as anybody; but I do not know.

4436. Chairman.] Are there not several wh have been there at all events more than five years?—(Mr. Cole.) I will put in a return of the names of those students who have been in the training school more than five years (see 4).

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ther, when these paragraphs were introduced in the Minutes, notice was given of them to the female students, whereas no notice was given of them to the male students?—I will endeavour ascertain from Mr Burchett how far the notice were made known to the respective schools. The practice is to post up all notices in the schools.

dents in the training class, it is stated, is it not that the teaching done by them in the parochal schools is intended only to practice them in the art of teaching?—That is the main object I does practise them in the art of teaching, and use fully, and it was considered quite essential that before a master should be appointed to teach, is should have some experience in teaching.

4439. Do you contend that they are not required to teach to a greater extent than is necessary for their own training in the art of teaching.

—That is a question which Mr. Burchett woll answer better than myself; my impression is that they are not, and that they are released from that teaching as soon as they begin to qualify them.

selves for higher work.

employed nine hours a-week in teaching for the purpose of his own training as a teacher?—It would depend upon who the student was. (Mr. Regrave.) We have had students worth nothing else than a low class of teaching; they would well employed upon such work. (Mr. Cole.) have admitted that where the Department has incurred a certain expense in training the students, it seeks to utilize them and not turn them out instantly. It may be just possible that a student may have been teaching nine hour a-week sometimes. It would prove, I think, the

was, perhaps, fitter for that than something e; and also that the Department was acting him in not sending him

this: do you not think the work they do for the lis: do you not think the work they do for the partment, in the way of teaching, ought to be partment, in the way of teaching, ought to be partment, in the way of teaching, ought to be cost of their maintenance and education?—
The teaching is useful to them; it is practice for lemselves, and the fees, when we can get them, im schools in London, go to pay the superintenant who looks after that class of instruction. It very difficult to adjust the exact balance of the rerything throughout the whole. (Mr. Redwer). The person who settles the amount of the ching they are to undertake is the head master, and he does the best he can for the advantage of the students in training.

1442. Chairman.] In the statement you have it in, comparing the cost of the Schools of sign in 1851 with that of the Schools of Art 1863, I see you make the whole cost of the chool of Design in 1851 about 15,000 l.; does not include all the expenditure upon the old chools of Design?—The vote for the year 1851 is 15,055 l.; that includes all the expenses at time, minus the supervision of the Board of

ade. 4443. Does it include any grant made for the chase of articles for the Exhibition of 1851? No, that comes into the year 1852.

444. This was the last year of the old system?

445. Does the item of 35,891 l., for the year 1863, include all the items that are included in the vote of 15,000 l. in 1851?—So far as we could make them approximate, it does. I find that the cot of the science instruction eliminated from that vote of about 47,000 l. would be more than 1900 l.

1446. This is the estimate for the coming year? This is the estimate for the coming year. From 16650 l. I find that the cost of the science branch is about 9,000 l.; therefore the residue is for art, which makes it come to about the same as it is put

447. Then, in the estimate that you have iven in in a tabular form, you exclude any charge the cost of management?—The per-centage the cost of management is not included. I have given to you, but it is not included here; a fact, the items which make up the large sum

19,278 l. are fully specified here.

448. Does that include any charge whatever of the Museum?—That depends upon whether on mean for the custody of the Museum or for the purchase of objects; it includes the whole the purchase of objects, but the custody and exhibition come under the section of the vote alled C., which relates to what is unquestionably sort of local business. There is no doubt that if the Museum were not open to the public, and if the biects were stored away simply to be circulated to be local schools, some 'cost would have to be control to do that; it would not be very large; (would not be anything like what is required of pening the Museum to the public from 10 on three days in the week, and from 10 to the other days.

149. I find, upon adding together the first ritems of the estimate of the Science and Art rartment, namely, the general management of

the Schools of Art and of Science at the South Kensington Museum, the new permanent building, that the estimate for the year 1863-4, comes to 85,641 l. and for the year 1864-5 to 101,715 l.?

You include the cost of management?

4450. Including the whole, I want to know how much you consider yourself justified in deducting from that total in reference to purposes which are not connected with education in art?—I must demur to the whole cost of management being charged upon Schools of Art.

4451. I ask how much, upon the whole, you deduct; of course you deduct some portion of the management. Will you give me the amount for the present year, the total estimate for which is 101,715 l.?—In round numbers, I should say that the deduction from that sum should be about 12,000 l., leaving close upon 90,000 l., which included the cost of permanent buildings.

4452. Did you not, in entering upon the duties of the Department in the year 1852, lay down as the leading principle of its future management that the Department should be made, as far as practicable, self-supporting in all its branches?—Yes.

4453. We find now that whereas the total expenditure in 1851 was 15,000 l., it is now about 90,000 l.; how do you reconcile that fact with the leading principle that the Department should be made self-supporting?-I think it can be easily reconciled and fully proved. The principle of self-support, as stated in 1851, meant that the cost of the schools should be paid for by the individual students, or by local support, as distinguished from being subsidised by Parliament. I think I can show now that the whole tendency, since that time, has been to arrive at this point of self-support. In 1851 the grants were 15,055 /.; the average cost to the State of each school then existing was 8801.; that is the average over the entire number which are specified forth in the estimates. The grant in 1863, which is strictly applicable to Schools of Art, putting aside the cost of buildings and the cost of the local administration of the South Kensington Museum, neither of which existed in 1851, was 46,636 l. These two latter causes of expenditure are different things, which had nothing to do with the principle of self-support at all. They were expenses incurred for public policy It has been considered right to have a central National Museum, containing very fine works, for the inspection and use of the public at large, and schools; that has nothing to do with the self-supporting question of the local Schools of Art at all. However, I have taken the cost of the examples, and included that in the grant for the art schools, which amounts to 46,636 l. The average cost per school now, instead of being 880 l. as in 1851, even including the cost of examples, is only 510 l., including this valuable accumulation of public property, which is worth more than it cost. There were then 17 Schools of Art; there are now 90 schools. The average cost to the State of the students in the schools at that time, per annum, was 4 l. 10 s.; the average cost to the State now is 10 s. 8 d. I think that is a conclusive proof that we are on the high road to self-support.

4454. How do you get at that 10s. 8d.; do you reckon the children in the National Schools?—Certainly. I will answer you a little more in detail. I have put in a Table which gives these facts as nearly as we find it possible to bring them together (see Appendix). This is for the cost of

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the Department of Art in 1862-3. We estimate that the art schools have cost, including the 16,000 l. and odd for examples, and including also 8,000 l. for the training school buildings, 40,367 l. We find that on behalf of poor schools, of which the Chairman desired me to ascertain the cost, the expenditure had been 6,269 l., making, therefore, the total that I have given of 46,636 l. In the art schools there are 15,907 students. There were 71,400 children in poor schools. Of course, if you choose to divide the cost of the art schools among the students in the art schools only, you bring out a high average cost per student. Still, it is only half of what it was in 1851; it is 2 l. 11 s. 10 d. If you put the cost of the poor schools against the number taught in the poor schools, then the cost to the State is only 1 s. 9 d. per head; but, as the two work in concert, or as they, as I conceive, are mutually dependent one upon the other, it seems to me quite fair, upon every consideration, to put the two together, and divide the cost over the whole, which brings out a result of 10 s. 8 d. as the average per student of the cost to the State, including the South Kensington Museum, except for its local management. If you deduct the buildings for the art training schools, which of course will not occur every year, then the average per head comes down to 8s. 9d.; and that sum closely agrees with the estimate made differently, which we put upon the estimates, that it is 8 s. 3 d. per head for the cost for the whole country. Therefore, I say cost for the whole country. that this is a proof that we are on the high road towards being self-supporting. I think if we do not go back in the way of salaries and certificate payments, in the course of 10 years the average cost will still further be very much reduced.

expect it to be reduced every year.
4455. If, upon the whole, this progress upon the high road to self-supporting has brought us from an estimate of 15,000 l. a-year to an estimate of 90,000 l. a-year, may we not feel alarmed at the prospect of an advance.upon it?-Not at all; I think it is a matter of congratulation. It seems to be admitted by the French, and by other critics who are not over friendly to ourselves, that the expenditure has been very profitable. I think the Honourable Chairman himself has proved it on the occasion of a meeting at the art school at Exeter, when he showed that it was a very profitable investment for the manufactures of the Therefore, putting all things together, I think it is a matter of great congratulation.
4456. You consider the Museum to be an

instrument of national education in art?-

4457. Ought it not, therefore, to be taken into the consideration of the expenditure which takes place for that purpose?—It is so, as far as the examples are concerned. If you like to include the whole cost of exhibiting, and divide that whole cost amongst those who get little fractions of good out of it-that is to say, the half million and odd of visitors (last year the number was more than 700,000l.)—we should bring the average very much lower still. I do not know that that would be quite a fair way of stating it. No doubt some of the most valuable parts of the public instruction result from this museum. I think you can only reach the consumers by means of a museum of this kind, that is, the consumers who purchase the manufactured articles; you cannot send them to school, you cannot teach them drawing, but you can give them a liking for what is good and

beautiful, and if you like to reckon them in students, my self-supporting statement was show much better than it does already. I was mention that the people who come to the muse are not by any means a purely metropoli public. At one time we induced a certain number of the state of the st to give us their addresses and say where came from; this was done in 1858 or 1859 think, out of 1,530 persons who gave their dresses, 402 came from the country at lar from the provinces, the lowest number but came from within one mile of the museum those that came beyond six miles were whilst those living within one mile of the Museum were 114. We will take another log figures; out of 1,636 in another case, 384 camein the provinces, 298 came from beyond six and 117 only within one mile of the Museum If the Honourable Chairman will allow me, not having occurred to me before to consider Museum a part of the school, I will work what the average cost per head has been, acco ing to the number of students at the school its together with the visitors to the museum, as w as the students of the Schools of Art. In that, broadly speaking, it would give a cost about 2s. per person. I beg leave to refer my evidence on the South Kensington Muse in 1860 (Ev. 581-4). 4458. Mr. Lowe.]

Supposing that there have been contained in that book no announcement the Department was not bound to find emplo ment for students, do you think that they won have been so bound if they had said nothing about it?—Certainly not.

4459. Therefore it is of no great important whether it is there or not; it is merely ex about danti?--It was ex abundanti.

4460. The Honourable Chairman asked w what would be the danger of reverting to certificate system; do you think that the vest interest claimed by the masters, who are not we vants of the Government, is a very great in stance of the danger?-- I think so. (Mr. Re grave.) It has strongly impressed itself upon m mind during the evidence, as a dangerous feature and one that ought to be done away with at our By having one set of masters paid upon cert cates, and another without them, we are liable the difficulties which we had before, which i duced the Government to do away with the pa ment by salaries under the Board of In system.

4461. (To Mr. Cole.) A master paid up certificates would have a bounty on his labor compared with a master who was paid upon result system?—Decidedly.

4462. I suppose the fees are a fluctuating uncertain payment, are they not ?-Yes.

4463. Is not the word "fixed," which been referred to, used in opposition to the feet —It is.

4464. It did not mean that the thing was fixed and would not be altered, but it meant that was fixed as compared with the fluctual amount of payment which the master receive from year to year?-Yes.

4465. The amount was fixed so long as it #

to continue ?-Yes. 4466. With regard to the words "annual " ments," in the same way, the word "anni does not imply that it is to last for any number of years that a man likes to receive it?-Ice ceive not.

4467. Do

467. Does not it mean this, that for the year's k you shall receive so much, and for another k you shall receive so ch again?—So I read it.

ch again.
468. Those masters are not servants of the vernment, are they?—Certainly not; that is

nistakeable.

169. Therefore the claim which is now set up vested interest in the annual Government ments, is made by persons not servants of the vernment?—Yes.

vernment. 470. Do you consider that a good precedent?

consider it a very bad one.

471. By what considerations do you conceive the salary of an Art master is settled. With ard to salaries in general, when a person ages himself for wages for a salary, what ulates the amount he is to receive from his ployer?—His value as a teacher.

472. It is regulated by demand and supply,

t not ?-Yes.

473. Is not that the case with regard to Art

sters, as well as other people?—Yes.

474. The salary of an Art master is not regud by the amount paid by the Government, by demand and supply?—Certainly.

475. Then it would seem that a certificate, as

as it is an assistance, is rather an assistance to schools, and to the managers of the schools, n to the masters?—From that point of view it st be so considered.

476. Is it not so; if the master's salary deds upon demand and supply, it does not ded upon who pays the salary, but the want re is for him, and the number of people there to compete with him for it?—Yes; the inne depends much upon the ability of the

477. If a very able master is required, there comparatively few people to compete for such ost, I suppose?—Certainly.

478. Is it a little error, therefore, in political nomy to represent it as if the withdrawal of certificate payment was a withdrawal of so ch from the master's salary?—Certainly; I can ceive it possible that a master might be rened so free in his operations that he would be glad to have all the conditions withdrawn,

the certificate money too.

479. Supposing that the country were to ungo the calamity of one-half of the present artters going off to Australia, would not the ainder be able to get more for their salaries? am afraid that the demand for art-instruction ot quite so keen as to be regulated by the s of political economy, as might be the case h other instruction. If the department is wed to live long enough, I have no doubt that will be the result, but at present it is a accidental thing whether a School of Art is ted or not in a locality.

180. I ask whether this is not a fact, that e certificate payments have an effect favourto the masters, no doubt by increasing the ty of persons to employ them?--Certainly.

4.81. But that they have not the effect of increasing the masters' salaries by the whole or anything like the whole amount of such certificate nent?--Certainly not.

82. You have given the Committee the ne of some of the improvements that you est. I want to know whether you consider that there ought to be any absolute limit placed the payments made by the Government

with reference to any other sum or any other consideration?--I think it would be good State policy to say that a certain sum should be spent, and no more.

4483. I will illustrate what I mean from the primary branch. In the primary branch, whatever the school earns from the examination must not exceed the amount of the fees and subscriptions of that school? -Yes.

4484. Do you think that such a rule as that would be applicable to Schools of Art?-It would

be indispensable.

4485. You have not mentioned it, I believe? Yes; I mentioned that the payments on the part of the Government should be regulated on the one hand by the amount of fees paid by the artizans, and that they should also be limited so as not to exceed a certain sum; that whatever the number of artizans in the school might be, it should not receive more than a certain amount, and I couple that with a condition that the locality must, as its part of the obligation, find the premises rent and taxes free, without drawing upon

4486. Putting the premises aside, would there be any objection to this rule, that no school should receive from the Government an amount larger than the amount of the fees and subscriptions?—I think it would be sufficient and better to say that it should not be larger than the fees of the artizans only; I do not think it ought to include the fees which the middle classes pay.

4487. Your paper contains that suggestion, does it?—Yes; I have put the paper in.
4488. Mr. Potter.] You have expressed an opinion that the Schools of Art might be thoroughly self-supporting, if the rents were

4489. You have heard the opinions expressed by gentlemen from Glasgow, Sheffield, Manchester, the Potteries, Norwich, Paisley, and so on: do you think, after the opinions expressed by those gentlemen, that there will be any chance of the managers undertaking to pay the rents and keep up the schools?—Yes, I think they will do so. I was rather inclined to agree with Mr. Wilson, that if the localities are put upon their mettle, and told that they cannot have the Schools of Art unless they find the premises, they will

4490. Can you cite any other opinion than Mr. Wilson's in support of that view?—I have a strong instinctive belief that they will do that. (Mr. Redgrave.) They have provided themselves with buildings to a large extent already.—(Mr. Cole.) Everybody will make an effort once; and if they make the effort once to clear themselves of this incubus of annual rent, or mortgage, or what not, my impression is that they will clear themselves, and that they will get the buildings. Then I think that some localities will be induced

to take up a rate.
4491. You think that, notwithstanding the opinion which has been expressed, that the manufacturers of those districts do not appreciate your art-teaching at all ?—I think the testimony generally has been that they are beginning very

much to appreciate it.

4492. Have you any testimony to that effect from those places which I have named?-Yes; I think every witness has admitted that the School of Art is of great importance for the improvement of the manufactures, and also given an opinion that he does not like to pay for it him-

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self. I should like to give the Committee an instance which is now occurring in illustration of the power of self-efforts. With what might been considered great mercilessness, the Department of Science and Art turned off the Female School of Art; it used formerly to subsidise the Female School of Art, but that school was thrown upon its own Lord Granville, who is notoriously a great friend to Schools of Art, thought it necessary to turn the Female School of Art adrift from the subsidised system. People then set to work at once, and raised subscriptions, and bought themselves freehold premises; they happened to be very much interested in it. The mistress of the school is an energetic person, and she is now going to raise another 1,200 l. to build herself a school-room; I have no doubt, before twelve months have elapsed, she will have the 1,200 l. she

4493. That is a matter of charity ?-It is very difficult in London to raise subscriptions for such objects, much more so than in a locality where there is a local feeling: there is no local feeling in London, so that if an energetic young woman can raise 1,200 l. in London, without the aid of local feeling, I think there are very few places where you could not once raise that sum; I

should not mind trying it anywhere.

4494. You suggested, I think, the raising of the fees in such cases?-Yes.

4495. Would you raise the fees of the artizan class?-Yes.

4496. Do you think that, in the districts that I have named, it would be practicable to raise their fees ?-Yes; I have no doubt about it.

4497. What warrant have you for saying that? -I have no doubt that if the artizan who is likely to attend this school is earning, as he probably is, not less than 20 s. a week, and if the instruction be that which it most generally is, of a kind which is useful to him in his occupation, he would pay 1 s. a week for it; I think he could pay that, and I think he would pay it. By some kind of unexplained process of reasoning, we believe that he can only pay 6 d. a week; and I dare say at the beginning, if you were to try and make him pay a shilling, he would demur to it a little, and perhaps not attend; but I have no doubt, in the course of a year or two, he would

4498. Have you ever known the process of raising prices increase the demand? That is assuming that the whole thing was settled upon the basis of political economy, which it never The fee was arbitrarily settled at 6 d. a week. This is a proof on my side; that when the instruction was given away it was not valued at all; the people would not have it. That experiment was tried once at Somerset House, and when a fee was put on, more people came willing to pay the fee than came willing to have instruction for nothing. The same thing occurred with regard to the examples. The Board of Trade offered that it would give 200 l. worth of examples about the year 1850 to aid elementary instruction throughout the country, and my own impression is, that not a single application was made in answer to that announcement. soon as the department was constituted, they determined that everybody should pay 50 per cent. for their examples, and in the first year a very large amount was taken; I am certain it was a great deal more than 200 l. worth that was

taken at once. I believe, therefore, in growth of this system. I think that the are zans will pay much more for their instruction and I believe that the middle classes would at present a great deal more than they do at present, if system be judiciously administered,

4499. You are aware, perhaps, that the were fixed in Manchester before there was an connexion with the Board of Trade? If were, I think it is time they were altered.

4500. Do you think the managers of the school have not had that under their consideration for time to time ?-I dare say they have.

4501. Do you think that they are not the hes judges of what rate of fees they could get in district of that kind?—I do not know. I think the old Schools of Design were so pauperised with these annual grants, that they really never di make an effort for their own salvation. The made a promise that they would raise by scription, or begging, an amount equal to the Government Grant; but after the first years two, they never did so. I think they have never had a fair chance.

4502. Any sum raised for buildings, of course must be raised by begging?—I suppose it me be done as churches are built, and other think of that sort.

4503. Do you think that the public would los upon this as a kind of charity?-We all know that Manchester made a great effort for the Treasures Exhibition; it entered upon a con siderable guarantee for the spirit of the thing, and I have no doubt they would do the same thin for the School of Art, if proper measures we taken to induce them to do so.

4504. Are you aware that Manchester man a very great effort soon after that, and that it unsuccessful?-I am afraid it was not proper

4505. Was not it in the same hands as the Ar Treasures Exhibition ?- I think, to start by saying that you will do nothing unless you get 100,000 is not the way to make a success. If Ma chester had said we will do something for 20,000 and then go on afterwards, I think they wou have got the money.

4506. Do you not know that there was a pr position to buy a large collection of pictures 14,000 l,, and that the people would not find sum?—Yes.

4507. Do not you know that it was exhibit there for some months, and that it did not for the gas ?- That is a reason why the Govern ment should buy it, I suppose.

4508. With respect to rating; do you think school could be otherwise than a free school, were supported by rating?—Certainly; I see reason at all why fees should not be paid the Of course you would have a graduated scale fees; the middle classes would pay as much you could make them.

4509. Of course you are aware that the lib ries, supported by a rate, are all free?—Yes, am aware of that. I do not think that that all states are all free?—Yes, the principle much; it does not follow the school supported by a rate must be altogether free school.

4510. With regard to the South Kensing School, I see that you have there fixed sale for the masters; why do you propose to contin that when you make the salaries paid to the ters in the country dependent on results? do not pay the masters any salaries in respect

heir teaching the public; the fees pay them; but we pay in respect of students who not only do not pay their own fees, but whom we support, do not pay their own fees, but whom we support, and you must pay for them; it is like a business.

4511. The payment is strictly limited to teaching of that kind?—Yes, the payments to the masters at South Kensington are strictly limited unremunerative work. I think if you took way the State part of the school, the fees would apport the school excellently as a local school.

4512. How many artizans have you at South the sensington, out of the 400 or 500 pupils?—I

ensington, out of the 400 or 500 pupils?—I ink the analysis is stated in the return.

4513. Judging by the fees, you have very few

4513. Judging by the fees, you have very few tizans at South Kensington?—Excuse me, I ould venture to say that we have a great num-

4514. Taking the number of payments, that in scarcely be so; taking the fees at 1,500 l., and the number of pupils at 400 or 500, the rerage must be 3 l. or 4 l. a-piece?—Yes; but me pay 8 l. a year; some female students espendents.

4515. That can admit of there being very few rizans, I should think?—Almost all our night enderts are artizans. My impression is, that co-thirds of the students in our school at South Kensington are either artizans, or teachers, or mofessional students.

4516. Will you put in that statement, because we have no analysis of the South Kensington shool at all?—If I find that it is not put in, I will put it in.—(See Appendix).

A517. Mr. Cave. Does not your evidence ther go to show that it would be better to have subsidy at all from the Government?—You mean, I suppose, as direct payment for teaching. I think, if you want the poor schools to be taught, you must make a payment for that teaching. I think you may absolutely do without payments with respect to the middle classes, and very nearly do without payments in respect of artizans; but if you abolished your prizes, and medallions, and caminations, I think the Schools of Art would cline altogether.

4518. You think that no subsidy is wanted directly, but simply these indirect subsidies in the way of prizes for examinations, medals, and so forth?—I think a system may be introduced radually which would dispense altogether with direct payments. I think at the present time to abruptly abolish direct payment would put many of the schools in jeopardy; but I think you could be progressively on until you abolished them absorbed.

4519. When you said that no school should receive from the Government more than the fees the artizans, you meant in the way of direct wyment, did you not?—Yes.

1520. You consider that the payments of the middle classes would support the school, if the payments of the artizans, together with the Government aid, were not enough?—Yes.

4521. In South Lambeth we have been told that almost all the students are artizans; how would you manage in such a case?—South Lambeth must judge for itself about having its school. Idenot know why there should not be middle-class students at South Lambeth, considering how har it is to Kennington and that district. I believe the school there is held in concert with the National School; that may have something to do with it. The Metropolitan Schools of Art, 1.53.

generally, are well supported by the middle classes. The school in Lambeth may be in a low neighbourhood, or there may be something local and peculiar in that case; I cannot tell what it may be. It must corn its

may be. It must earn its money in its own way.

4522. Of course the schools are the most useful which teach the greatest number of artizans; would not you give a larger subsidy to such a school as that, than to one supported by the middle classes?—Dealing with Lambeth, from an outside point of view, I think it ought to be an extensive teaching of poor schools, of which there are an abundance, and for which there is a direct State payment; I think there ought to be that, besides the payment upon the artizans. I think the master would settle whether it would be remunerative or not.

4523. You think that the payment of the artizans, together with the payment upon the poor schools, would support that School of Art?—I think so.

4524. The School of Art is not in concert with the National School at Lambeth, I believe?—I think it has a great deal to do with it; the chairman, Mr. Gregory, is the head of the National School; he promoted the building of this school.

4525. I think the two are quite distinct?—I am not quite so clear about it; they are upon the same ground; the same freehold.

4526. You think that the more you charge within reason, the more the people will come to the schools?—I think an increased charge would not discourage them at all. I think the less you can make Art education a charity, the more it will be appreciated.

4527. On the whole, you think it is not quite the time yet to cast adrift these schools?—I am afraid not quite.

4528. Mr. Edward Egerton.] Has your attention been directed to the low estimation in which the medals are held in different parts of the country; some witnesses have stated that the students have declined to take them away ?-I have heard some complaints of that kind. the other hand, I have some curious facts which go quite in the opposite direction. The department has attempted to substitute books for medals; and we have had remonstrances, from a class of students which you would consider to be very unlikely, against the change; they were the women students at South Kensington; they greatly preferred having a collection of medals, just as an agriculturist likes to have his string of medals or his row of cups. The ladies preferred having the pieces of copper to books; they did not like to have the rewards mixed up with objects of utility. (Mr. Redgrave.) All the masters want to have more medals, instead of less. The evidence has gone rather to show a wish that we should increase our medals than otherwise.

4529. Mr. Edward Egerton.] (To Mr. Cole.) That is not proved by the evidence before us, I think?—By the masters it has been.

4530. Do you imagine that, if the Government gave as much as the fees of the artizans, and no more, you would ever be able to find a good master?

—Certainly; I do not think it would affect that question much, if at all. Of course, many of those masters consider that they are worth more than they get.

4531. Have you stated what led to the change, by which a good many masters were super-HH2 annuated? H. Cole, Esq., c.B., and R. Redgrave, Esq., R.A.

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upon a uniform action throughout. We had old salaried masters at that time.

4532. Did you find any bad effects result from paying the masters a given salary ?-It was very costly, very unremunerative, and very unfair; it led to jobbing.

annuated?-It was in order to put the system

4533. Can you give us any particular instances in which any of those results happened?-I think, in old times, many masters received 300%. a year who were not worth 300 pence. It was like a piece of Government patronage, which always goes to the bad, more or less.

4534. Mr. Arthur Mills. In answer to a question of an Honourable Member, you stated that the department had no hold upon the master in respect of the certificate; did you mean by that that the department could not prevent him resigning or leaving his appointment?-Yes.

4535. Does it amount to more than this, that they have the same hold, neither more nor less, than the Government have, upon any public servant who receives his salary from monies voted by Parliament annually, and holds his office during good behaviour?-As you state the proposition, I should say it has no more hold; but there is this difference, that a civil servant throughout gives labour for value received; the training master, on the contrary, is the recipient wholly, and gives no labour; you may have made an investment of 300 l. or 400 l. on a man who becomes something else altogether.

4536. He may be giving value, may he not, while you are paying for him ?-No; or very little, at any rate; the question of the value of parish

school teaching is not worth much.

4537. In order to understand your answer in reference to the construction to be placed upon these minutes as to the undertaking which they involve, let me ask if you were told that you were to have an annual salary of 1,000 l. a year, should you think that you had a salary for one year only, terminable at three months' notice?— It depends upon the duty I am called upon to perform, and the nature of the office I hold.

4538. Supposing such words were expressed, either in writing or orally, and that those were the terms upon which you were offered your position, would not you think that they conveyed something more than an undertaking that you should hold that office on sufferance, liable, whether you held it with credit or the contrary, to be evicted at three months' notice from a superior officer?—That altogether depends upon the precise case, and the circumstances. There are cases in which, of course, you do not expect to be dismissed at three months' notice, but there are other cases of the contrary character. Most of the officers of the department hold no appointment there at all; they are paid by the hour, or by the week, or by fees, in fact.

4539. You spoke, in several answers which you gave, of the cases of those who were paid by monies voted annually by Parliament. Is not it the case, that a very large number of public servants are paid by monies voted annually by Parliament, who are quite understood to hold their offices during good behaviour?-Yes, a great number.

4540. What is the distinction between this case and those cases?-The first broad distinction is, that the masters are the servants of the local

committee, and not the Government, to be with; that is a broad distinction enough,

th; that is a broad to the undertaking 4541. I mean with respect to the undertaking which is given to them; the undertaking is ye much the same as the undertaking of other pull servants?—I do not think the analogy is at a maintainable between them.

4542. How long ago was the Palissy Vas that we have been looking at, purchased? should think that was purchased about the je

4543. Has that been a work which has been in much demand with the manufacturers with the patrons of Schools of Art; you spot of it as having been used by Messrs. Minton has it been sought for by others?—I think the has been, judging from what I have heard, a gw sale for it.

4544. Should you say that, upon the Whole the country has received full value in the in provement of the taste of the country and the manufactures of the country for the expenditu incurred in the purchase of works of that kind I may be a partial witness, but I should say has had full value, and not only has it had the value in the way of the use of these objects, in I think we could sell the whole collection at profit now. (Mr. Redgrave.) I think the la Mr. Minton said that his orders for majola wares, after the Paris Exhibition of 1855, world keep him three years in employment before could execute them. (Mr. Cole.) The many facture of majolica and that class of ware, in cluding Palissy ware, may be said to have her almost created in Messrs. Minton's factory, through the influence of Schools of Art; I say the distinctly. Mr. Minton, himself, frequently mitted that. I need not trouble the Committee with the details. Certainly his introduction of into Paris excited the hunger of the French people to such an extent that, from the top to the bottom of French society, they all became smugglers to get it in, and, during the Paris Ir hibition, the counters of the English exhibiton supposed to hold nothing but woven fabrics, we filled with this majolica ware.

4545. Whatever retrenchments you wish see, to bring the country further on the road self support, you would not wish those retrend ments to bear upon our expenditure in the pu chase of objects of art for the schools?-I this that would be a bad policy.

4546. Mr. William Ewart. That is what you call indirect assistance?-Yes; I think it is most harmless and most indisputably useful of the public expenditure; it is not a waste money, it is very profitable throughout.

4547. You distinguish it from the more dire assistance which you mentioned before?-Yes class the assistance under three grades; first, direct assistance in the shape of hard cash while is offered; secondly, assistance by means of zes and medals; and thirdly, the indirect ass ance by works and objects of art: I consider last to be the most valuable.

4548. Mr. Adderley.] You object, general to Government's returning to the system of ing salaries to the masters of the local schools

Yes. 4549. On the ground that it would lead waste of public money, the Government has to pay for what is an inefficient system?and as being most unfair.

4550. I undersia

1550. I understand you to say that, if the 1550. I that the lighting and cleaning, as locality would find the local schools would ll as the schools, the local schools would genely support the master by fees?—No doubt; in y support in the country, if the committee ould give the whole fees to the master, the ster would be very well satisfied, and you uld get the best masters.

4551. What would be the objection to simply ining the masters sent from the localities or ming up to you for training, and keeping the useum for examples, and doing nothing more? I think it would be too abrupt a transition; you

ould look forward to that.

Would there be any objection to coming that ultimately?—None at all; but I think it nnot be recommended at present.

4553. Do not you think that the chief object of Government is, by examples, to elevate the blic taste and the demand of the market?—

4554. The manufacturers will work to that mand, when it is raised, will they not?—Yes. 4555. Though you cannot expect the manucurers to work beyond the demand, you have ly to create a demand for good things, and ey will supply them?—Yes.

4556. When the Government has, by exames, raised the taste of the market and the deand, its chief object is to train masters to supply at demand, is it not?—Yes; I can even look ward to the time when the training of masters by be given up. (Mr. Redgrave.) It has been rely given up, and the training for the first rificate of the highest grade transferred to the ovincial schools.

4557. (To Mr. Cole.) I presume the sole object excuse that the Government can possibly have asking for public money, for the advance of rt, is, that it may be supposed, as the presiding dy of the country, to be capable of elevating

e taste of the working classes?-Yes.

4558. You find that, generally speaking, public ants in this, as almost every other case, have minished the private subscriptions?—Yes; I ink it is an impossible system, making the one

ng upon the other.

4559. But that if the country were to withaw from many parts of its present expenditure, ying still for what is its special purpose, those ivate subscriptions would revive again?—I ink, with respect to private subscriptions, expt to the extent of providing the buildings, id paying the taxes, there need be very little cal subscriptions. I should be sorry to see local bscriptions every year; I think they would be

ther mischievous than otherwise.

4560. Even now, do you consider that any aid required from Government for building grants? Yes; I think the building grant is very useful, and has been so upon every occasion; it has used a better and much more suitable building be erected than otherwise would have been e case. Not mentioning localities, which might objectionable, I could give instances where a hall grant of 300 l. or 400 l., with the sort of vice which the department is able to give in granting that money, would have saved a school om being an abortion. There are two or three class which I could mention; Leeds, for example, which I referred to before. I believe the Leeds hool will be a great deal better for the 300%, 4001., or 5001. it will get from Government than

it would have been without it. I think it will be an advantage to Leeds, and for the promotion of art-instruction, that the expenditure should take place there, though if Leeds were quite appreciative enough, and knew all about the matter well enough, they would be content to take good advice only. If they would do as well without Government aid, so much the better,

but they will not.
4561. Chairman.] The obvious way for Government to raise the taste of the country in Art is by furnishing good models in the first instance?

-Yes.

4562. Having raised the taste, it may usefully train masters to meet the demand?—I think so.

4563. It has been stated that medals in great numbers have been earned, and not even asked for; are you aware of that fact?—I am not at all aware of that fact.

4564. We had evidence from Mr. Hollins, that in the Potteries there were a considerable number of medals that had been won as prizes, but were considered of so little value that the winners had not even claimed them?—It may be so there. I should connect that with there being too many schools in the Potteries. I do not think it is

generally the case.

4565. Do you conceive, generally, that medals in this country are a useful mode of stimulating study, even supposing there is no money value attached to them?—Certainly. Prizes stimulate agriculture, which is more cultivated than art, and would seem to want less stimulating. (Mr. Redgrave.) The medal in our case is given to stimulate all parties in the State to take a good sound course of instruction; if it were not for them the masters would be teaching the same slip-slop course they used to teach formerly.

4566. (To Mr. Cole.) I can conceive anybody being anxious to get a medal to which a money value was attached; but do you think that the students in schools in the country would compete for medals merely as an honorary mark of success ?- Certainly. (Mr. Redgrave.) I must say that my views are different to Mr. Hollins's. I am not aware that medals, generally, have not been eagerly sought after, or not taken when awarded. The Royal Academy medals have no money value, but those medals are very hardly

fought for.

4567. Mr. Bruce.] Have not you direct testimony of their being highly valued?-We have direct testimony of their being much sought after; the masters are wishing us to increase them. One view of this question has, I think, not come out. By the new minutes we have left the masters pretty well as free as it is possible to be. Supposing the master has a class open on three evenings in the week for artizans, at 6 d. a week, and if there are 100 students of any class in the school, he has no need to do anything else. All the time beyond these three evenings is at his own disposal, and he can charge what fees and adopt what course he pleases. It seems, therefore, that the masters are pretty free. In regard to parochial schools, there has been great complaint that the parochial schools do not pay the 51. Under the new minutes the master has no need to teach them unless they come and offer to pay 5 l., or 6 d. a school, for instruction; therefore, he is quite free in that respect. The new he is quite free in that respect. The new minutes have not been sufficiently studied by the masters, or they would find that they who нн3

H. Cole, Esq., C.B., and R. Redgrave, Esq., RA.

II. Cole. Esq., c.B., and R. Redgrave, Esq., R.A.

> 23 May 1864.

are educated at State expense are competing with the drawing masters of the kingdom in buildings partly constructed by State assistance, with examples on which the State has paid 40 per cent.; the State giving prizes and re-wards liberally, inspecting and examining their students, and aiding the school with 10 s. and 101. bonuses; the only requirements on the part of the Government being to keep open a class in the evening on three nights a week, at 6 d. a week, and to have 100 students in the school. They can do what they like with the rest of their

time. (Mr. Cole.) One of the masters stated to he had no private teaching; but, in fact, he had he had no private to the he had no private to which he had 100 l. a year from a college to which he was he department. commended by the department.

4568. Chairman.] Do you mean Mr. Sparker

-Yes.

Yes.
4569. Are you aware that he has not look from Dulwich Coll. year, but only 80 l. from Dulwich College? 4570. Mr. Bruce. Do you wish to add an thing to the evidence you have given? No (Mr. Cole handed in several Papers. Vide 4) pendix).

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APPENDIX.

Appendix, No. 1.

PAPER handed in by the Rev. R. Gregory, 18 April 1864.

ANALYSIS of the Occupations of the Students attending the School of Art at Lambeth, during the Year 1863.

App. No. 1.

	1	1000.
Occupation.	Number of Students.	Remarks.
Architects	8	*
Builders	20	* This List is an imperfect return,
Bricklayers	. 7	and contains only an approximate Statement of the occupation of
Clerks	. 11	our Students.
Carpenters and Joiners	27	•
Engineers	. 32	
Lithographers	9	
Plasterers and Modellers	5	
Stone Carvers and Masons	12	half*
Teachers	66	
Wood Engravers and Draughtsmen -	. 6	
Potters	2	
Glass Work	6	
Sculptors	4	
Art Students	9	
Wood Carvers and Painters	8	
Printers and Readers	3	
Die Sinkers and Jewellers	3	
Writers of Sign Boards	3	
Other Trades	9	Lighterman, Confectioner, Tailor,
Youths not yet in Trades	90	Hatter, Zinc Workers.
Female Class, Occupation not known -	30	
TOTAL	372	

^{* 145} Learning Mechanical, or Architectural Drawing.

Appendix, No. 2.

PAPER handed by Mr. J. Sparkes, 12 May 1864.

App. No. 2. Comparison of Payments made to the Masters of the Lambeth School of Art, under the Old and under the New Minutes of the Department of Science and Art.

1861-2.

OLD SYSTEM.								New System.					
4 8 13 19 6	Certificates - Prize Students Children at 3s. Children at 2s. Pupil Teachers a			£	40 32 1 2 9	8 19 18 18 - 17 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	-	1 23 12 8 50 13 19 4	National Medallion Medals (28 awarded) Extra Stages Do. in Groups 2 and 6 2d Grade Papers (99 awarded) Children at 2 s Children at 1 s	£	£. s. d 2 10 - 23 12 4 25 1 6 19 4 10 - 82 15 3 2		

Manager's Account.

8	Prize Students -			8	-	-	2 Local Scholars receiving 6 d. per child on 1,818 children - 45 9	-
3	Art Pupil Teachers	ı	- !	60	-		Loss to Managers 22 11	-
			£.	68		-	£. 68 -	-

Fees Received by the Master.

Artizan Class	34 11 3
Morning Class	33 13 9
Total receipts by Fees	68 5 - 85 17 -
Total receipts from Department	154 2 -

COMPARISON of Payments made to the Masters of the Lambeth School of Art, &c.—continued.

App. No. 2.

1862-3.

	OLD SYSTEM.			New System.					
4 4 9 77 55 9	Certificates, head master Certificates, modelling master - Prize students Children at 3 s Pupil teachers at 30 s	£.	£. s. d. 40 40 36 11 11 - 5 10 - 13 10 -	16 4 2 61 71 35	Medals (23 awarded) Medals in extra stages Medals in stages of groups 2 and 6 Children at 2s Children at 1s Second grade papers (71 awarded) - Pupil teachers at 1 l Report	£. s. d. 16 4 1 6 2 - 3 11 - 17 10 - 7 10 81 8 -			

Manager's Account.

2	Prize students - · Prize renewals Art pupil teachers	-	9 2 60			3 Local scholars receiving 6 d. per child on 2,960 children £. 74
	Gain to Managers	-	71	-	1	
		£.	74	-	-	

Fees received by the Masters.

Artizan class	38	3	8
Morning class	51	3	1
Total receipts by fees	89	6	9
* Total receipts from department -	146	11	-
£.	235	17	9

^{*} This sum was reduced to 139 l. 3 s., as the children in poor schools were paid on according to one of the new Minutes which came into operation in January 1863.

App. No. 2.

Comparison of Payments made to the Masters of the Lambeth School of Art, &c .- continued,

1863 - 4.

					_			
			£.	8.	d.		£. s.	7
4	Certificates, head master .	-	40	-	-	17	Medals (30 awarded) 17	
4	Certificates, modelling master	-	40	-	-	8	Medals in extra stages 8 -	,
8	Prize students	-	32	-	-	3	Medals in certificate groups 1 10	
100	Children at 3 s. each	-	15		-	52	Second grade papers at 10 s. (114 taken) 26 _	100
147	Children at 2 s. each	-	14	14	-	174	Children at 2 s 17 8	***
Say 9	Pupil teachers at 30 s. each -	-	13	10	-	73	Children at 1 s 3 13	-
						Say 7	Pupil teachers at 1 l 7 _	-
							Report 10 -	-
							£. 90 11	-
							Loss to Masters - 64 13	-
	£	2.	155	4	-		£. 155 4	-
								-

Manager's Account.

8	Prize students	-	8 1
4	Renewals	-	4
3	Art pupil teachers	-	60
			72
	Gain to the Managers		2
		£.	74

3 Local scholars receiving 6 d. per child on 2,960 children - £. 74 -

Fees received by the Masters.

Artizan class, say	43 2 6
Morning class, say	58 11 3
Total receipts from fees	101 13 9
· Total receipts from department -	155 4 -
£.	256 17 9

^{*} This sum must be reduced to 146 l. 11 s., as payments have been made under the new Minutes on children in poor schools to all schools examined since January 1863.

John Sparkes, Head Master.

Appendix, No. 3.

Addition to Mr. J. Sparkes' Evidence, 21 April 1864.

App. No. 3.

In Answer to Question No. 1402, I beg to append the following Statement, according to the last Returns:—

5	Masters	have	taken	-	-		-	~	5	certificates.
18	99		22	-	7	~	-	-	4	,,
40	35		29	-	-	-	-		3	

TOTAL - 63 Masters who hold 3 certificates, and upwards.

Appendix, No. 4.

PAPERS handed in by Mr. J. Sparkes, 23 May 1864.

No. 1.

COPY of CERTIFICATE for Second Group, granted by the Board of Trade.

App. No. 4.

DEPARTMENT OF SCIENCE AND ART.

CERTIFICATE FOR ART INSTRUCTION.

THE Lords of the Committee of Her Majesty's Most Honourable Privy Council for Trade hereby certify, that Jonathan C. Thompson came before the appointed examiners as a candidate for a Certificate of competency to give instruction in those stages of art which are classed as the Second Group; and having submitted the works required in each stage of that Group executed by himself, was duly passed, after a full examination in the various subjects enumerated below.

Second Group-Painting, with Examination in Styles of Art:-

Starre

- 11. Painting ornament from flat examples or copies:
 - (a) In monochrome; (b) In colours
 - 12. Painting ornament from the cast:
 - (a) In monochrome; (b) In colours.
- 14. Painting (general) direct from nature:
 - (a) Flowers; (b) Landscapes.

Annual value attached to this Certificate for the Second Group, 10 l.

Lyon Playfair, Secretary.

Certificate granted.

Stage

15. Painting compositions as studies of colour in oil, tempers, or water-colours:

- 22. Elementary design:
 - (a) Studies treating natural objects ornamentally.
 - (b, c) Ornamental arrangements to fill given spaces in monochrome and in colour.
 - (d) Studies of historic styles of ornament.

Examined 11th day of July 1855, and passed.

Rich. Redgrave,
Art-Superintendent.

Stanley of Alderley,

President of the Board of Trade.

No. 5.

This Certificate is limited to the executive power acquired, and to general attainments in art. The Committee of Council are aware that there are other qualifications not less necessary to the successor of a teacher of art, but of the possession of which no proof can be given by the candidate at his examination. Their Lordships have therefore provided, as a means of encouragement, that the progressive working of the school under his instruction shall be recorded; and the facts may be ascertained upon application to the Department.

No. 2.

COPY of a CERTIFICATE of the Sixth Group, granted by the Committee of Council on Education.

COMMITTEE OF COUNCIL ON EDUCATION-SCIENCE AND ART DEPARTMENT.

CERTIFICATE FOR ART INSTRUCTION.

THE Lords of the Committee of Her Majesty's most Honourable Privy Council on Education hereby certify, that John Sparkes came before the appointed examiners as a candidate for a Certificate of competency to give instruction in those stages of art which are classed as the Sixth Group; and having submitted the works required in each stage of that Group, executed by himself, was duly passed, after a full examination in the various subjects enumerated below.

Sixth Group.—Technical Instruction:

Architectural Drawing.

Annual value attached to this Certificate for the Sixth Group, 101.

Examined 3d day of March 1858, and passed.

Henry Cole, Secretary.

and the second section in the second

Rich. Redgrave,
Inspector-General for Art.

Certificate granted.

Gascoine Salisbury,
President of the Committee of Council on
Education.

This Certificate is limited to the executive power acquired, and to general attainments in art. The Committee of Council are aware that there are other qualifications not less necessary to the success of a teacher of art, but of the possession of which no proof can be given by the candidate at his examination. Their Lordships have therefore provided, as a means of encouragement, that the progressive working of the school under his instruction shall be recorded; and the facts may be ascertained upon application.

No. 3.

COPY of a CERTIFICATE of the 2nd Group, granted by the Committee of Council on Education, since the new Minutes have been issued.

App. No. 8.

COMMITTEE OF COUNCIL ON EDUCATION-SCIENCE AND ART DEPARTMENT.

CERTIFICATE FOR ART INSTRUCTION.

The Lords of the Committee of Her Majesty's Most Honourable Privy Council on Education hereby certify, that John T. Short came before the appointed examiners as a candidate for a Certificate of competency to give instruction in those stages of art which are classed as the Second Group; and having submitted the works required in each which are the works required in each stage of that Group, executed by himself, was duly passed, after a full examination in the e numerated below.

Second Group-Painting, with Examination in Styles of Art.

Stage.

11. Painting ornament from flat examples or copies: (a) In monochrome; (b) In colours.

- 12. Painting ornament from the cast, in monochrome.
- 14. Painting (general) direct from nature:
 - (a) Flowers; (b) Landscapes.

Stage.

15. Painting compositions as studies of or in watercolour, in oil, in tempers, or in water-

22. Elementary Design:

- (a) Study of natural objects treated ornamentally.
- (b, c) Study of ornamental arrangements.
- (d) Study of historic styles of ornament.

Certificate granted.

Henry Cole, Secretary.

Examined 1st March, 1864,

Rich. Redgrave, Inspector-General of Art.

Robert Lowe,

Vice-President of the Committee of Council on Education.

The holder of the Certificate is entitled to receive payments on the results of the art instruction given by him in Schools of Art in connexion with the Science and Art

Department.

This Certificate is limited to the executive power acquired, and to general attainments The Committee of Council are aware that there are other qualifications not less necessary to the success of a teacher of art, but of the possession of which no proof can be given by the candidate at his examination. Their Lordships have therefore provided, as a means of encouragement, that the progressive working of the school under his instruction shall be recorded; and the facts may be ascertained upon application.

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	REMARKS.	17							The whole time oc- cupied in teaching and travelling is 15 hours	each week	120		From October 1863 to January 1864 I had two days of parochial teaching; and, posicies	ool, four lesens each
	E.	Duration of cach Lesson. 3 lessons district school with 2 hours each.	3 m district school . 23 m		To the state of th		7 " parochial school - 1. "	Pupil-teacher in Architectural Room, Central School.	3 lessons, district school - 2 , , Cupi	pred	8		From Gistrict school 2 From From January Change Control of two o	this, I have been the second of the second o
	Present Allowance.	20s. p. wk.	25. 3			25 s. n	20 8. ,,		25.3				20 ,,	
	Amount of Teaching done to February 1864.	43 months in charge of parochial school, 4 lessons weekly, 1 hour each -	3 4hours' teaching	16 33 district school 3 7 3 7 3 1 33		40 " A hours' teaching parochial school 2 " " A hours' teaching 19 " " " " " " " " " " " " " " " " " "	155	barochiał school 5 · parochiał school 5 · parochiał school 13 mres	53 parochial school (2 realist)	10 . " district school 3	12 ,, parochial school 4 ,,	hool 5	About 40 33 percebial school 4 results min 3 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	
	Amount and Periods of Workly Allowance to 29 Pebruary 1864.	About 3 voars, at 15 s. per week	From Oct. 1856 to Oct. 1859,	55. per week. From the 1859 to Mar. 1860, 10.s. per week. From Mar. 1860 to Oct. 1861,	From Oct. 1861 to Mar. 1864, 29 a new Woolk 11 18 years, 250 a per work	Total amount of weekly allow-	Aburna years, as a control of the co	at 15 s. per at 15 s. per	ear, at 15% per week	28-1 19 20 80 15 15 15 15 15 15 15 15 15 15 15 15 15	7 months, at 10 s. ". I year 5 months at 15 s. 24 weeks free student	n :	208. 258. 76ar, at 54. per	20082
Number	And in case of the last of the		4 4	es	. 4	et .	en **	n n	14	60	G\$ 147	-	69	
	Time n			ا م	1 2 20	* ***	• E	n 2	- SE		2	31 30	10	
	N A M E.	!	pa v	Campbell, J. Ac. D.	Chandler, Edwin - 5	Dominy, John L 3	Dundas, James 4	Fisher, Mexander - 2	Glenny, William J	A. C. C.	8	Grimins, John	Hulme, R. Edward	

	or benoons of art.	
way to my and any and any the	Time occupied for each lesson, five hours. Paid at the rate of 25 s. per week, being only three days at the Department; was paid by the committee of Maryles bone school for the district teaching until placed on 25 s. list. All the time he lass been teaching, he has been teaching, he has been teaching.	two full days each week, and now has to traverse London to get to his schools: viz., from Brompton to Southwark, thence to beyond Kingsland gate; then to Soho, where the last school is situated.
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 bour each.	two full days to traverse schools: vio Southwark, land gate; t last school is
Pupil-teacher in Elementary	Kensington. Kensington. Iessons, parochial school ""district school ""district school ""district school ""district school ""district school ""parochial school	Access Tomological Landership
20 8. D' Wk. P.	25 8. ". ". ". ". ". ". ". ". ". ". ". ". ".	546016°
chools, 4 lessons weekly, I hour each -	parochial school 3 " " " " " " " " " " " " " " " " " "	nount of Tearling done to February 1964.
11 month in charge of parochial se	118 40 40 6 6 6 6 7 7 7 1 1 1 1 1 1 2 7 7 7 7 7 7 7 7 7 7	A Association
1 year, at 15 s. per week -	15	Dr. An Cooperation
8	n & & 4	-Aidro- codes bonies
14 years -1	6 9 5 7 113 "	
Jones, David	furdoch	

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AN ABSTRACT of Answers from Masters of Schools of Art sent in h.

	AN ADSII	D21 C 1.	-	distri-	D 11 A	2000				- 4			-			-	ut in]
			C 1	R	FIF	ICA	ATI	8.					PRI	ZE ST	UDE	NTSE	HIPS,
16.	8:		1.	1		9.			3.			4.			5,		
The specific and the specific strains of the specific	and decorate the second of the	Did you consider the Certifi- cate Allowance was a guaranteed source of Income, contingent	upon In def	erative	hese considerations infl	200	the Department:	Do you receive any direct Aid	Masters in Training to assist vou in Teaching? (This applies	to London District Schools.)	e Prize Studentships n	possession of	ance and position to the holder among his fellow Students?	Did the hope of obtaining a Prize Studentship stimulate the Students to exertion! Was it	an encouragement to a Student to work? Did it serve to keep	him longer in the School than he otherwise would have remained?	What Class of Persons
		Did cate sour	only	otto	Did	ence a Tea	4	Ď	M	5	W	the	an an	DES	to	phi	Ar
2. Andover 3. Basingstoke 4. Bath 5. Birkenhead 6. Birmingham 7. Bolton 8. Boston 9. Bridgwater 10. Brighton 11. Bristol 12. Bromsgrove 13. Burnley 14. Cambridge 15. Carlisle 16. Carmarthen 17. Carnarvon 18. Cheltenham 19. Chester 20. Cirencester 21. Clonmel 22. Coalbrookdale 23. Cork	Ryles, George Ryles, George Ryles, George Ryles, George Hill, John Bentley, J. Not answered. Walker, J. W. Howard, V. Davis, James A. White, John Nicholis, A. Not answered. Hale, Robert Wood, Daniel Lees, Herbert Hosford, F. F. Rowland, J. C. Knight, James Not answered. Miller, James Fraser, Edward Not answered. Brenan, James	aye			uye aye aye aye aye aye aye aye aye aye a				TIMETER STREET STREET		aye aye aye aye aye aye aye aye aye aye	no	1111111111111111111111111	aye aye aye aye aye aye aye aye aye aye	no	CALL CALL CALL CALL CALL CALL CALL	aye aye aye aye aye aye aye
24. Coventry 25. Darlington 26. Devonport 27. Dublin 28. Dudley 29. Dundee 30. Durham 31. Edinburgh 32. Exeter 33. Glasgow	Anderson, J Elton, Samuel Holmes, T Healy, James - Sturtevant, Charles T Kennedy, John - Newton, George H Hodder, C. D Birkmyer, James B Wilson, C. H., Greenlee, R., Bonner, A. Kemp, John - The Master dead.	aye aye aye aye aye aye aye aye aye aye	TI BILLIANIA	E	aye aye aye aye aye aye aye	1 + 1 1 1 1 1 1 no	re treatment				aye aye aye aye aye aye aye aye		4 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	aye aye aye aye aye aye aye aye aye aye	- 00	111111111	aye
36. Halifax	Ryan, C. Carter, Jas., Protat, H. Smith, Walter Pozzi, W. E. Griffiths, W. T. Kennedy, Joseph Gilbert, Herbert Smith, Walter Brophy, N. A. Taylor, E. R. Not answered. Finnie, John Hosford, F. F. Stewart, George Mückley, W. J.	aye	THE STREET STREET		aye aye aye aye aye aye aye aye	no	1111111111111111		no		aye aye aye aye aye aye aye aye aye aye			aye			aye
51. Metropolitan Schools, Bloomsbury. 52. Finsbury 53. Lambeth 54. St. Martin 55. St. Thomas, Charter- house. 56. Marylebone 57. Spitalfields - 58. Westminster - 59. Newcastle-under-Lyme	Gasn, Miss Williamson, J. B, Sparkes, John Casey, W. L. Clack, Thomas Clarke, C. M. Mills, Samuel F. Burchett, E. S. Bacon, J. P.	aye aye aye aye aye aye aye	1111 1111	1 1 1 1 1	aye aye aye aye aye	no	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	aye aye aye aye aye	1 1 1 1 1 1 1 1 1	1114 1114	aye aye - nye ayo	no no	1181 1111	aye aye aye aye	no	1111	aye
60. Newcastle-upon Tyne 61. Norwich 62. Nottingham 63. Paisley 64. Penzance 65. Preston 66. Reading 67. Sheffield 68. Southampton 69. Stirling 70. Stoke-upon-Trent 71. Stourbridge 73. Taunton	Way, W. Cousens Cochrane, Robert Not answered. Stewart, William Not answered. Gilbert, Herbert Havell, C. R. Sounes, W. H., Legge, L., Baker, W. J. Baker, L. Rice, Silas Yeats, G. P. (Not ansv Kemp, John Gunn, Archibald	aye aye aye aye aye aye aye aye	I I I I I I I I I I I I I I I I I I I	THE PETERSON	aye aye aye aye aye aye	no	THE PROPERTY OF THE	Mari Periodicii	1111111111111	The state of the s	aye aye aye aye aye aye aye aye aye	THE PRINCE OF THE PERSON OF TH	THE STREET	aye aye aye aye aye aye aye	no		aye aye aye aye aye aye
74. Truro 75. Warminster (see Andover.) 76. Warrington 77. Waterford 78. Wolverhampton 79. Worcester 80. Yarmouth, Great 81. York	Griffiths, Richard Ryles, George Thompson, J. C M'Cloy, Samuel - Sturtevant, C. T. Not answered. Brophy, P. B.	22.0	1 11111111		aye aye aye aye	6. 11.1.1.1.1.1.1	16 111111 4	6 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	- 1111111	aye aye aye aye	4	12	aye aye aye aye aye		17 81 11 1 1	aye
	Totals	Aye . 66	Tio	Neutral - 14		15:00	1	-	No	Neutral -	1 420	No -	3	870	1	8	

CIRCULAR OF QUESTIONS issued by the COMMITTEE OF ART MASTERS.

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i	ART	PUP	IL HIPS							I	AROC	HIA	L SC	HOOL	S AN	D PU	PIL T	EACI	HER	S.					_
hips and	ships a good change?		rments to Local Scholars will ate a difficulty in obtaining &		Do you find it difficult to persuade Parochial Schools to account of the Campions of the Artifician of	Master when he requires to be on	ment Tariff of 51, per Annum per School?	Do you find that the payment of 2 s. or 1 s offered on Children	Schools in		Do you find many Schools in which the Parents of Children	for Drawing? And what per .	a School pay the 1.d. a-week?	Do you find that the Abolition	tional Schoolmasters has had an ciniurious effect in the Parochial	School Section of your Work?	many	Urawing, as Children in Paro- chial Schools, continue the Stady by becoming Students in	the Central School?		your detriment, in consequence of the New Minutes of the Pri-	mary Branch of the Committee of Council on Education ?	43 0	Who have taught in their own Schools afterwards, to your	1t 3
	412 12121111111111111111	-	1	Notice of the cast of the contraction of the contra	aye	No - 4	Neutral - 28 11111 1117 1117 17 17 17	aye	No 8 - 181111 11 12 13 13 13 13 13	Neutral - 29	aye aye aye aye aye	no n	Neural - 38 1111111111111111111111111111111111	aye	no	Neutral - 34	aye	no n	Neutral - 26 Trivity of the area with the property of the prop	aye aye aye aye aye aye aye	no n	Neutral 24 India 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	aye	No 100 100 100 100 100 100 100 100 100 10	Neutral - 41
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ABSTRACT of Abswers from Masters of Schools of Art sent in D.

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			OOLS, &c.		N.	B.—A	ccording	to the	definit	ion of	the D	epartme	nt, th
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		you found that the Train- Colleges have given up mg since the passing of	at the De-	anna d	Trades-		408	dard dard isses?	do	O A A	be under	he could qualify him- self to take a Medal?	ro.in-
		at the Tra	that the	111 111			experience Artizans	Standard Standard or Classes		- 400	e to b	d qua	our o
		d that have	t of the	Gents	s of Master		experienc Artizans?	tentior same an othe	How Yong	Artizan, no previ	require to be Instruction	eceul	rtizan Hon
		you found Colleges line	ation? you aware	on Stu	he Sons of		of	and att	3 1	-			tind A
		0 8	Education Are you partment	Money on Colleges?	Do the	zans?	What is y Teaching	40 100	Months.	Months.	24 Months.	More than 24 Months.	YOU
		Have ing (Drawi	Edu Are part	20	Ä	Za	A E G	8 2 2	0		2	24 24	Do
1. Aberdeen Cleland		- -	_		aye		aye		-	1		1 8	aye !
	George	7) -		_	aye		1	no	1	1	41	-	aye .
5. Birkenhead - Bentley 6. Birmingham - Not an	swered.			- 11	aye	- 1 -			7-11		1	-	aye .
8. Boston - Howard	d, V.	- I		- 11		no –	aye .	1751 +			ī	Name	a7e
10. Brighton White.	John :	.a -		- 1	aye -		. -	000	-	1	-	1	- :
12. Bromsgrove - Not an 13. Burnley - Hale. I	NO. 0 3	.9		- 11	aye	5		no			1	1 -	aye .
15. Carlisle - Lees. I		ā		-	aye	no -	- aye	T T			1	1	aye .
17. Carnarvon - Rowlan	nd, J. C	-		-	aye	-	aye	ton I	-	-	-	-	aye .
19. Chester - Not an Miller,	James -		-	-	aye	no -		no	1		-	-	aye
22 Coalbrookdale - Not an	Edward - swered.		_	-	aye	= :	ave	1 1 1			OE I	- 1	aye .
24. Coventry Anders	Samuel -	0	_	-	-	no -		- T	111		04	-	aye
27. Dubliu Healy,	s, T : - James - vant, Charles T		_	=	=	- 4	aye	-	-	-	1	-	- 3
29. Dundee - Kenne	dy, John - on. George H.	07	_	-	aye	7	aye	no	1779	-	1 1 2 1		aye
31. Edinburgh + Hodde	er, C. D	.T	-	Collegues	aye	70	aye	no - no	WE T		011	-	aye
33. Glasgow - Wilson R.,	Bonner, A. John				aye	no	- aye	+	11	- 1	1	-	aye
35. Greenock The N	laster dead.	47	ng Coll	Training	1 =	- I	= =	no		ī	7	-	aye
37. Hanley Carte	r, Jas., Protat, . Walter -	н.	gr.	되	aye	200	- aye	no		1	-		aye aye
30. Hull Pozzi	W. E. ' - h., W. T dy. Jeseph		with	Students	aye aye aye	-	- aye	1 011		-	THE PERSON NAMED IN		aye
42. Lancaster Cillie	rt, Herbert -	3 3	7	n Stu	E	-4		no		1	-		aye
44. Limerick Rroph 45. Lincoln - Taylor	r, E. R			pay on	aye		aye	on ±		1	01 <u>5</u>	-	aye -
46. Liverpool, N. D Net a	e, John - ord, F. F		Masters	does not 1	ave	no	- aye	i			177	-	- aye
10 Markefield Sie	art. George - dry, W. J	3		t does	1 =	=	- aye	- no	17.1	-1	~ 1	-	-
51. Metropolitan Schools, Gann Bloomsbury.	, Miss -		Very fe	Department	-	-		ll no	1		-	-	aye
50 Tambeth Spark	amson, J. B. kes, John	4.7	-	Depar	aye aye aye	=	- aye	+	10年	1	107	-	aye
55. St. Thomas, Charter- Clack house.	, Thomas -	00	-	The	1	-	- 1 -	no		-	1	-	aye
56. Marylebone - 1948 - Clark	Samuel, F.	OF	-		aye		- aye	3 1 1733 7	1 1 1	7 - 7	1	- 1	aye
59. Newcastle-under-Lyme Baco	n, JP	OP	-		aye	no	- ay	3	₽.V.⊞	-	-1 01	- 1	aye aye
61. Norwick 978 - Coch	rane, Robert answered.	OF		_	aye	-	- ay	9 - +	-	2 7	·1	-	
63. Paisley - Stew	art, William	2	-	-	-	-	7 4			1	1 1 1	111	-
66. Reading - llave	ert, Herbert - dl, C. R es, W. H., Legge	e. L.	_	-	-	no -	- ay	e! +	-	-	1 -	- 1	aye
68. Southampton - Bake	r, W. J.		_	-	-	-	- ay	B . +	-	-	-	-	aye
70. Stoke-upon-Trent - Rice	Silas - E-	ered)	-	-	-	no l	- ay	1 2 4		12	1	-	aye
73 Taunton Guni	p, John Archibald -	-	_	-	aye	-		no	-	-	i	-	81/5
75. Warminster (see An- Ryle dover.)	s, George	•	-	W 19	1	-	- ay			-	1	1	
76. Warrington Thomas 77. Waterford M'Cl	npson, J. C loy, Samuel -	-	-	-	aye	no	- ay	no	-	-	1 1	-	ay.
79. Worcester Not	tevant, C. T.		-	-	aye	-	- ay	3 -	-	1	-	-	1 8
80. Yarmouth, Great Swal	low, John C.	- !!		-	aye		- ay	9 -	-	-	1	-	
					8	- 13	8 7		9	- 11	198	11	
			TOTALS -		-		,					15 m	
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H	. Questions	issued	by	the	Committee of	Art	Masters-continued.
	Law OI William						

CSTORE	aro	f Qu	estio	ns is	sued	by th	e Co	mmi	ttee	of A	rt M	asters	cor	ntinu	ied.											
OBO			a W	A	R T	IZA	N S	s. of Da	ily W	ages.																
1		mean.		23.			2·±.			20.		-	26.			27.	1		28.	1	9	0				-
you not find Arthright to follow the C	mended by the De-	partment? Does such a Cause influence their Attendance?	Do Artizans, as a Rule, remain	in the S	the Figure and Design ?	ou offer any Instances	Draughtsmen of the Figure, or who have taken Medals in High	Art Stages.	your Share of the	School be a sufficient Payment	101 ceaching them :	Do you think that a Fee of 2 s. per Month is so small, that it	has a Tendency to make Artizans careless in their Attend-	ance.		bers, as to make it worth your while to devote your Time to their Instruction, provided you procedured no Government Aid	Service.	the Committee's Share fees received from the	es of Rent, Light-	idance?	Is there not a greater Outlay			Do you find a great falling off	during the Summer Months? Of	
aye			aye	No No No No No No No No		aye	no n			no n		aye	no n			no n		aye	no n		aye	n ₀	-	aye	no	
ay: a:e ave		11111	11111	no no - no		aye - aye -	no no no	111111	11111	no no no no	11111	aye	no 110			no no - no	11111	11111	no no		aye aye 	11111		aye	-	

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ABSTRACT of Answers from Masters of Schools of Art sent in Re-

		ABST	RAC	T of Answ	7ers I	rom n	VA MASI							
		A	RT	IZANS				ME.	DAL	AW	ARDS	, INS	PEC	TION, b
		1.		32.		33. « +			34.			35.	42	38
	Artizans and Boys, that it would im- tion and Influence	ly de-	ower told	ommittee that you artra Stimulus to lo your Duty in Artizan Classes?	whether any Com-	Classes against		of Com-	been	1	Cause of	ondno	e tha	d sufficient of sill the
	woul Infi	greatly Works		Stimulus ur Duty in Classes	r any	un C jed a					r Ca	pe C	ldiss	suffi
	tizans at it n and	e is g	mount	mittee ra Stir your tizan C	bethe	en lodged		Cause ng the	lals ir Sel		other	nst t	it po	who had
	a Class of Artizan you think that it ir the Position and	aster, wher Income is on their	Ce ?	commission of the Artizane	veglig	the A		any	ch Medals ha		any	agai ors?	Isidei	l have
	lass thir	Mas his In nt o	-	0000	you know int of Neg	hing the					you	plain	III CO	choo
	In a Class of Artizans and Boys, do you think that it would im- pair the Position and Influence	of the Mathia that his pendent	Attendance	you or your Committee needed an extra Sti make you do your teaching the Artizan	Do you know whether any Complaint of Negligence of Duty in	teaching has ever		Have	in which		Have	Complaint against the of Inspectors?	Do vo	any Ins your Sc Practice
				,		1				_	1			a soft
1. Aberdeen Cleland, Peter Ryles, George	aye	-	-	- (=	no	-	7 7	no no	-	-	no no	- 1	- 10
3. Basingstoke - Ryles, George Hill, John Bentley, J	aye	no	-	-	-	no	-	aye	no	-	-	no		1 1
5. Birkenhead - Bentley, J. 6. Birmingham - Not answered. 7. Bolton - Walker, J. W	aye	-	-	-	-	no	-		no	-	_	no	-	- 1
8. Boston Howard, V Davis, James A	aye	-	-		-	no	-	-	no no	-	-	no no	-	- B)
10. Brighton White, John Nicholls, A	aye	-	-	-	-	no	-	-	no -	1 1		no no	-	- 10 10
12. Bromsgrove - 4 Not answered. 13. Burnley - 4 Hale, Robert	aye	-	-	-	-	no	-	aye	no	-	-	no	-	1 20
14. Cambridge - Wood, Daniel Lees, Herbert Hosford, F. F	aye aye	-	-	-	-	no	-	aye	_		aye	no no	-	- 1
16. Carmarthen - Hosford, F. F Rowland, J. C Knight, James P.	aye	-	-	000	-	no -	-	aye		_	-	no -	-	- Di
19. Chester - Not answered. 20. Cirencester - Miller, James	100	-	-	-	-	no	-	-	no	-	-	110	-	
21. Clonmel 4 Fraser, Edward Not answered.	-	-	-	-	-	no	-	970	=	-	1 1	no no	-	
23. Cork Brenan, James Anderson, J Elton, Samuel	aye aye aye	-	-		-	no no	-	aye	no	-	1 1 1	no no	-	- 1
26. Devonport Holmes, T	ayo	-	-		-	no	-	7 1	-	-	-	no no	-	-
27. Dublin Heaty, James - 28. Dudley Sturtevant, Charles T. 29. Dundee Kennedy, John -	1	no		1	-	no	_	aye	-	-		no no	-	- L
30. Durham Newton, George H. 31. Edinburgh Hodder, C. D.	-	no -	-	-	-	no			no	-	-	no no	-	aye .
32. Exeter Birkmyer, James B. Wilson, C. H., Greenlee	aye	-	-	-	-	no	_	7	no	-	-	no no	-	- 0
R., Bonner, A. Kemp, John	- aye	-	200	-	-	no	-	aye	-	1	-	no _	-	aye
35. Greenock - 4 The Master dead. 36. Halifax Ryan, C Carter, Jas., Protat, H	aye	-	-	-	=	no	_	aye	no	-	-	no no		- 0
	aye aye	-	- CO	NO.	-	no	_	aye	no	-	-	no	-	= 8
40. Ipswich Griffiths, W. T Konnedy, Joseph	- aye	-	-		-	no no	_	aye	no	-	-	no	1 1	- 2
42. Lancaster Gilbert, Herbert Smith, Walter -	- aye	-	-	answers	-	no	-	aye		-	-	no no no		- 1
45. Lincoln - Taylor, E. R	- aye	-	-	All	-	no no		aye	15	-	-	no	-	-
47. Liverpool, S. D Finnie, John -	ave	-	-	-	-	no		aye	-	-	aye	-	-	- 1
49. Micelesfield - Stewart, George - 59. Marchester - Mückley, W. J	- aye	-	-	-	-	no	-	aye	по	-	-	no	-	
51. Metropolitan Schools, Gana, Miss - Bloomsbury.	- aye	-	-	-	-	no	-	-	no	-	-	no	_	
53. Lambeth Sparkes, John -	- aye - aye	-		-	-	no	_	aye	-	-		no no	-	4 4
54. St. Martin - Casey, W. L Clack, Thomas - house.	- aye		-	-	-	no	-	-	no	-	-	no	-	aye
56. Marylebone Clarke, C. M 57. Spitalfields Mills, Samuel F		1	-		1 =	no		-	no -	-	1 =	no	-	-
58. Westminster Burchett, E. S Bacon, J. P	aye	-	-		-	no	7	aye	no	7 7	-	no	-	-
60. Newcastle-upon-Tyne - Way, W. Cousens Cochrane, Robert	- aye	1 -	-		1 -	no	-	1	no	-	=	no	1 1 1	aye
62. Nottingham Not answered. 63. Paisley Stewart, William 64. Penzance Not answered.	- aye	111	-		1 -	no	-	aye	-		=	no	-	-
64. Penzance Not answered. 65. Preston Gilbert, Herbert - Havell, C. R	- aye	1-	-	1	1 =	no	-	1	-	-	-	no	-	-
67. Sheffield Sounes, W. H., Legge, Baker, W. J.	Lu -	-	-	-	-	no	- 1	aye	-	-	-	no	-	-
70. Stoke-upon-Trent - Rice, Silas	-	-	3-	-	1	no	77	9	no	3:11	21	no	111	
71. Stourbridge - Yeats, G. P. (Not at 72. Stroud - Kemp, John (-	a aye	-	=	=	1 =	no	1 11 11	aye		1 40		no		aye
78. Taunton Gunn, Archibald 74. Truro 75. Warminster (see An- Ryles, George	a aye	-	-		1 -	no no	1 1 2	1020	no		-	no no	-	4
75. Wurminster (see Andover.) 73. Warrington = Thompson, J. C.	aye		-	-	-	no		aye		-	-	no	-	- V
77. Waterford M'Cloy, Samuel - Sturtevant, C. T.	a aye	-	-	-	-	no	- 1	aye	-	500	-	no	-	1 -1
79. Worcester Not answered 4-80. Yarmouth, Great - Brophy, P. B.	aye	1 2	=	=======================================	-	no	-	=	no	-	-	no	-	-
81. York Swallow, John C.	aye	1=	-	7 =	11-	no	- ·	37.	no	-	-	no	1-	1
	[3	100	33	-	11 1	8	12	91	31	50	CI	89	11	
Totals				. 4									1	
	1	1	18.	20	3 3 5		18			CO	8	å	- Line	
THE REAL PROPERTY.	Aye	No.	Neutral		Aye	No	Neutral	Ave	No.	Neutral	Aye	No.	Newtral	2
					1		1							

Circular of Questions issued by the Committee of Art Masters-continued.

-					-1		1	I	MEDAI	AWA	RDS,	INSPE	CTION, 8	cc.							
1	7.			38.			39.	1		40.		41.	in in io	42.	11 4		43.	}		44.	
Ins your Committee ever felt	factory award of Medals by its Inspectors?			Loss from the Unbusiness-like Arrangements frequently made by the Inspectors?		The the Demantement ores in	ed to direct or restr course of Instruction School?		0 =	Papers used for the Second Grede, or the manner in which that Examination is conducted?	What Class of Persons do you		Can you furnish Statistics as to the Length of Time taken by Students in making Medal Drawings? Note.—With a View to		of laborious patience than as any test of the Art power of the Student. M., more, L. less.	Do you think it will be an Injury to your School, that the Master's income will be de-	pendent on forcing his Students into working for Medals rather than for their special	Kequirements?	Do you think it injurious and	be restricted to Drawings made from specified Ex- amples?	
1	10 no		aye	no n		aye	- no		aye	no n		in the second of	L	M M M M M M M M M M M M M M M M M M M	M M M M M M M M M M M M M M M M M M M	aye	no		aye	no n	
aye ave	no no no no		-	no no no no no no		11111 11111	no n	11111111111	aye aye aye aye aye	no				M M	M M M M	aye aye aye aye aye aye aye aye	- no		aye aye aye aye aye	no - no	
Aye 4	No - 41	Neutral - 36	Aye 4	No set	Neutral - 34	ayo	No - 65	Neutral 12	Aye 36	No 14	Neutral 31		Less than 6 months.	More than 6 months.	More than 1 year.	Aye 52	e .	Neutral 26	Aye 42	No 14	Neutral - 25

ABSTRACT of Answers from Masters of Schools of Art sent in Red

		1		-	1-			-	_				-	o m H	rebli
		MEDAL	AWARD	S,&c.			F			A	N D		SI	GN.	
		think it unfa successful the Teaching may	ment's Regulation, to three of Medals in each Section, and to of but one in some other Stages and Sections, and the whole	of Medals is Li	What Class sons have Medals in	gure Stages, and for Designing in your School?		tion. Class for Designers, and do you from the	Figure willingly,	Section. sion or inducement?		Manufactures of your District of	in your portoot.	Do you f	-age. lations hamper or
	- 125	1 00 5	ment's Medals i but one		Artizans	Others	E	Section	Sec	Sec	6	Man	TOWN TO THE PERSON TO THE PERS	Hamper.	Encom
1. Aberdeen 2. Andover - 3. Basingstoke - 4. Bath 5. Birkenhead - 6. Birmingham - 7. Bolton - 8. Boston - 9. Bridgwater - 10. Brighton 11. Bristol 12. Bromsgrove - 13. Burnley 14. Cambridge - 15. Carlisle 16. Carmarthen - 17. Carnarvon - 18. Cheltenham - 19. Chester 20. Cirencester - 21. Clonmel - 22. Coalbrookdale - 23. Cork - 24. Coventry - 25. Darlington - 26. Devonport - 27. Dublin - 28. Dudley - 29. Dundee - 30. Durham - 31. Edinburgh - 22. Exeter - 33. Glasgow 34. Gloucester - 35. Greenock - 36. Halifax - 37. Hanley - 38. Huddersfield - 39. Hudl - 40. Ipswich - 41. Kidderminister - 42. Lamaster - 43. Leeds - 44. Limerick - 45. Lincoln - 46. Liverpool, N. D. 47. Liverpool, S. D. 48. Llamelly - 49. Macchester - 50. Matchester - 51. Metropolitan Schools, Bloomsbury. 52. Finsbury - 53. Lambeth - 54. St. Martin - 55. Marylebone - 57. Spitalfields - 58. Westalfields - 58. Southampton - 58. Stouchampton - 58. Stouchampton - 59. Stoke-upon-Trent - 71. Stouchampton - 72. Stouchampton - 73. Tururon - 74. Tururo	Cleland, Peter Ryles, George -	aye aye aye	no	I SIGNATURE INTERIOR TO THE TREE PROPERTY OF THE PROPERTY OF T	PT AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	011001110011111001111101011110010 010101101	aye	no n	aye	no no - n	aye	no n	II THE PERSON OF THE PROPERTY OF THE PERSON	THE THE PROPERTY OF THE PROPER	
77. Waterford 78. Wolverhampton 79. Worcester 80. Yarmouth, Great	M·Cloy, Samuel - Sturtevant, C. T. Not answered. Brophy, P. B.	aye	-	1 1 2 1	Ā	0 0	1111	no no no		no ~	aye	-		H	
81. York	Swallow, John C.	ays £2		SO 64	- 90	65	- 2	no 94	- 4:	- 13	. 13	- 87	- 91	120	-'/
	TOTAL (Aye -	No -	Neutral -	Artisans -	Others -	Аув	No -	Aye -	No -	Aye-	No -	Neutral	Hamper	

Circular of Questions Issued by the Committee of Art Masters—continued.

remained you to change of patterns? Our ever received in ever received in ever received in Pepartment? Pepartment? Item the Life, in From the Life, in Estady of the Life, it Result? The changements of the sufficiently elastic sufficiently elastic	Department sufficiently elastic to allow of your Borrowing Completes from the Museum Collection. Have you ever had the Travelling Museum at your School; if so, what was the Profit or Fost of I fost of the Profit or Fost of the I fost of the Profit or Fost of the I fost of the Character of Schools of the Classes if the Central Museum were to establish a constant Circulation of Objects of Art, free of Charge to the Schools, so that the Students in the Class for Design might have a good opportunity of Studying Fine Works?	Is the Central Museu Rensington any Dire to your School or Str I I Would an unta A A A A A A A A A	Have your found the Minute by which your Free Students are Admitted without Payment to gr. the Central Collection, of any Sorvice to them, or any Encouragement?
remained you to change of patterns? Our ever received in ever received in ever received in Pepartment? Pepartment? Item the Life, in From the Life, in Estady of the Life, it Result? The changements of the sufficiently elastic sufficiently elastic	Department sufficiently elastic to allow of year Borrewing Objects from the Wiseum Collection. Have you ever had the Travelling Museum at your School; if so, what was the Profit of It is so, what was the Profit of Result?—P. Profit, L. Loss. Would it be a great Advantage to your Classes if the Central Museum were to establish a constant Circulation of Objects of Art, free of Clarge to the Schools, so that the Students in the Class for Design might have a good opportunity of Studying Fine Works?	Is the Central Museum at South Kensington any Direct Benefit to your School or Students?	Have you found the Minute by which your Free Students are Admitted without Payment to the Central Collection, of any Service to them, or any En-
Is there a Class of the Figure 1 your School? Have you even introduce the and with what such what should be a class of the Figure 1 your School? Have you even introduce the and with what such what should be a class of the Arra Department s	no no - aye	- no - aye - z	200
		no	no -

ABSTRACT of Answers from Masters of Schools of Art sent in Reply

		ANN	GENERAL					
		5908	62.	63.				
	re. 1003	Did you ever attend the Meet- ing of Masters which used to be s held in London once a year?	Have you heard of any reasons from the Department way these Sometimes have been discontinued?	Did these Neetings offer op- portunities for Consultation and motual interchange of Suggestions as to the Man-	gement and Expe leaching in School night they be made	Do you not think it would be an advantage for the Masters to be annually called up to Loudon to see the acquisitions to the Museums, and refresh their ideas of Art, and acquaintance with Art. Products?	Does the time of the Year closen by the Department for your Examination, influence the attendance at such Examination?	Do you find it possenty to de-
1. Aberdeen - 2. Andover - 3. Basingstoke - 4. Bath - 5. Birkenhead - 6. Birmingham - 7. Bolton - 8. Boston - 9. Bridgwater - 10. Brighton - 11. Bristol - 12. Bromsgrove - 13. Burnley - 14. Cambridge - 15. Carlisle - 16. Carmarthea - 17. Carnarvon - 18. Cheltenham - 19. Chester - 20. (irencester - 21. Clonnel - 22. Coalbrookdale - 23. Cork - 24. Coventry - 25. Darbington - 26. Devonport - 27. Dublin - 28. Dudley - 29. Dundee - 30. Durham - 31. Edinburgh - 32. Exeter - 33. Glasgow - 34. Gloucester - 35. Greenock - 36. Halifax - 37. Hanley - 38. Huddersfield - 39. Hudlersfield - 40. Halifax - 41. Limerick - 42. Lancaster - 43. Leeds - 44. Limerick - 45. Limeola - 46. Liverpool, N. N 47. Liverpool, N. N 47. Liverpool, S. D 48. Lancaster - 49. Manch stor - 51. Metropolitan Schools, Bloomsbury. 51. Finsbury - 52. Finsbury - 53. Martin - 55. K. Martin - 55. K. Martin - 55. S. Wastininster - 40. Norwich - 61. Norwich - 62. Nortingham - 63. Paisley - 64. Pensano - 65. Preston - 66. Reading - 67. Sheffield - 58. Wastminster - 49. Stourbridge - 59. Newcastle-under-Lyme - 60. Norwich - 61. Norwich - 62. Nortingham - 63. Paisley - 64. Pensano - 65. Preston - 66. Reading - 67. Sheffield - 68. Southampton - 69. Sheffield - 69. Southampton - 60. Norwich - 61. Norwich - 62. Nortingham - 63. Paisley - 64. Pensano - 65. Preston - 66. Reading - 67. Sheffield - 68. Southampton - 69. Sheffield - 69. Sheffield - 69. Sheffield - 69. Southampton - 60. Norwich - 61. Norwich - 62. Nortingham - 63. Paisley - 64. Pensano - 65. Preston - 66. Reading - 67. Sheffield - 68. Southampton - 69. Sheffield - 69. Sheffie	Mückley, W. J Gann, Miss Williamson, J. B	aye	hools No.	aye	nools AYE.	legal de la company de la comp	aye - no - n	141

replace of Questions issued by the Committee of Art Masters—continued.

cul	GENERAL.													
ant of you	quired by the Department?	Do you consider that the Clause which demands that a Student shall have been five months in Strine School injurious, and likely to disqualify many who might otherwise compete?	Which System would you consider offered the greater stimulus to a Master housely to ever thimself for the falt and legitimate programs and the for unsummerative work, by a certain facel payment, supplemented by a familed system of payment on results: or the system lately introduced of emire payment of results:	gress of his Sudent, that which should compensate him for un- remnnerative work, by a certain fixel parament, supplemented by a limited system of parament an eresults: or the system lately in- treadus? on the system lately in- treadus? on the system lately in- treadus? on the system lately in- are lately to the Receipt of a share of your Income ob- med from the Department? you not think the Method of ring the Government Pay- ming the Government Pay- ming the Government Pay- tr and difficulty?		on expect that your In- e from the Department			None. What good Points do you think the Scholarship, possess?	Is your School supported in any manner by Local Subscriptions?	Can you furnish any other Information that could be produced before a Committee of Finquiry?			
		aye - aye	The new system. It but one prefer the st mode of pay-	All answers AVE, 111 11111111111111111111111111111111	All answers A.V.	More.	9	others		aye	aye aye aye			

Appendix, No. 5.

App. No. 5.

PAPERS handed in by Mr. E. A. Davidson, 25 April 1864.

(A.)

(No. 15.) 22 January 1853,

Department of Practical Art, Marlborough House.

CERTIFICATE OF COMPETENCY FOR A MASTERSHIP.

To the Superintendents.

I HEREBY certify that Mr. Ellis A. Davidson, of 8, Dyer's-buildings, Holborn, aged 24 years, has been a Student in the Class for Training Masters, in the Central School at Somerset House, during three months: that he has attended punctually, and that his conduct in the school has been quite satisfactory. Accordingly, I recommend him as qualified to teach in the following stages of instruction:—

Elementary Geometry and Perspective.
Model Drawing.
Freehand Drawing.

Mr. Davidson has been a most diligent student during the time he has been in the school; and from my experience of his application and his success in teaching, as an Assistant in this School, I can strongly recommend him both for efficiency and assiduity.

Somerset House, 24th day of November 1852.

R. Burchett, Head Master.

(B.)

(No. 21.) January 1853.

Department of Practical Art, Marlborough House, Pall Mall, London.

APPOINTMENT of MASTER to the DRAWING SCHOOL at CHESTER.

AT the Council Chamber, Whitehall, day of 1852.

the

By the Right Honourable the Lords of the Committee of Privy Council, appointed for the consideration of all matters relating to Trade and Foreign Plantations.

With a view of affording temporary aid in promoting the establishment of Drawing Classes and a Drawing School in Chester, my Lords are prepared to contribute towards the income of the Master of the proposed School during the first year of its existence, at the rate of 10 l. a-year certain; and if the Master's share of the fees to be received for instruction do not, when added to the sum of 10 l., make his whole receipts 70 l. for the year, then my Lords will be prepared to make up the deficiency, so that his income shall amount to 70 l. for the first year. After the expiration of the first year, whether any allowance is to be afforded in aid of the Master's income, or the guarantee continued, must depend upon the position of the school, and future arrangements with the Local Committee Lecondread of the Local Committee Local Committee Lecondread of the Local Committee Local Committee Local Committee Local Committee Local Committee Local Committe

In granting this assistance, it must be understood that the Master must teach only from the examples and copies recognised by the Department of Practical Art, and according to the course recommended by my Lords. He must give instruction in drawing, in any schools which the Local Committee may select, besides the Drawing School. He must endeayour to render the school useful to all classes of the community. He is to consider himself subject to the authority of the Accal Committee and their officer, and the continuance of his engagement after the first six months must depend upon the pleasure of

the Local Committee. It is understood that the Master is to be entitled to the whole of the fees from the schools where he teaches, and to at least half the fees received from the students, in addition to the allowance of 10 l.

Upon these terms, my Lords are pleased to appoint Mr. Ellis A. Davidson to the office of Master of the Drawing School at Chester; and his duties are to commence on the 1st day of December 1852.

(signed) W. R. Deverell,
Secretary of the Department of Practical Art.

(C.)

Note on Certificates for Mechanical and Architectural Drawing.

The holder of this certificate is entitled to receive payments on the results of the Art Instruction given by him in the School of Art, in connection with the Science and Art Department.

This certificate is limited to the executive power acquired, and to general attainments in Art. The Committee of Council are aware that there are other qualifications not less necessary to the success of a teacher of Art, but of the possession of which no proof can be given by the candidate at his examination. Their Lordships have therefore provided, as a means of encouragement, that the progressive working of the school, under his instruction, shall be recorded, and the facts may be ascertained on application.

Appendix, No. 6.

PAPERS handed in by Mr. Potter, a Member of the Committee, 28 April 1864.

(A.)
MANCHESTER SCHOOL OF ART.

RECEIPTS and EXPENDITURE from 1843 to 1863, both inclusive.

	RECEIPTS.							PAYMENTS.											
YEAR.	Donations.	Subscriptions.	Government.	Fees.	Other scurces.	Toral.	Salaries.	Rent.	Furniture and Repairs.	Advertising and Printing.	Books and Works of Art.	Taxes and Rates.	Prizes.	Loss on Exhibition.	Removal Expenses.	Other Expenses.	TOTAL.	Difference.*	
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£	£.	£	£	£.	£.	£.	£.	£.	
1843	71	245	375	54	6	751	225	100	59	17	21	55	KIO I		_	40	517	234	
1844	150	319	394	165	20	1,048	260.	120	216	131	35	27	16	-	_	55	860	188	
1845	38	388	225	277	15	943	384	140	302	. 98	22	52	44	-	-	81	1,123	180	
1846 1847	15	394	395	216	15	1,035	525	200	269	142	42	42	1.080	109	PA	92	1,421	386	
1847		331	337	188		856	493	220	56	67	36	49	-	10	100 - 10	84	1,015	459	
1849	400	302	390	230	-	922	570	220	15	41	-36	51	1 71	11 -1	123	67	1,007	0 83	
1850	400	308	546	198	2	1,454	663	157	135211	75	10	-55	37	i: ar.	- 309	163	1,469	13	
1851	162	294	600	326	1:	1,338	724	195	267	67.	8	101	25	1 3 1	14	123	1,510	172	
1852	102	369 355	600	315	28	1,474	673	195	1 = 3.6	0.71	10,19	52	. / F	Into	the loop (192	1,219	255	
1853	-	345	453	326	19	1,379	688	195	26	35	3	46	16) SHIII	1.77-1	165	1,174	205	
1854	82	294	572	297	11	1,143	689 652	195	19	45	17 41	50	1/00/	HOT	342 1	133	1,148	5	
1855	30	295	385	313	1	1,024	684	98	31		i	52	-	-	409	132	1,592	336	
1856	95	288	380	434	- L	1,197	647	199	31	54 28	-	71 36	-	-		105	1,043	19	
1857	- m.	273	425	348	1	1,047	615	282	10	50	4	38	_	-	-	. 85	998	199	
1858		254	387	507		1,148	715	183	18	24	2	40	_		-	64 63	1,063	103	
1859	No.	240	584	530	2	1,356	951	183	83	51	6	36	_	_		90	1,045		
1860	50	230	615	541	1	1,437	1,023	182	6	43	2	41	_			72	1,369	47 68	
1861	-	222	646	485	5	1,358	1,058	167	26	35		35	_		-	60	1,381	23	
1862	-	221	85	479	1	786	633	167	50	59	-	39	-			63	1,011	22.5	
1863	287	381	54	550	1	1,273	678	165	37	86	11	33	_	130		69	1,209	64	
A	1	* 7	Tota T	The Tries	Imaa nein	4-3:-	F4 - 7'	41	41 T						1		-,		

^{*} Note.—The Figures printed in Italics show that the Receipts were less than the Payments in those years.

(B.)

The Total Number of Children of Public Schools instructed in Drawing, through the Manchester School of Art, during the year 1862, was - 2,861

And during the year 1863, was - - - - - - 2,614

NUMBER and OCCUPATIONS of STUDENTS attending the MANCHESTER SCHOOL of ART in 1862.

Amateurs - - 65 Architects' Pupils - - 14 Builders - - 10 Carvers and Gilders - - 11 Coachmakers - - - Decorators - - - 6 Designers - - - 17 Die Sinkers - - - 2 Engravers, Lithographers, and Draughtsmen - - - 7 Jewellers - - - 7	Joiners and Cabinetmakers - 7 Masons 10 Mechanics 13 Modellers 1 Painters 5 Schoolboys 30 Surveyors 4 Pupil Teachers 65 Upholsterers 2 Warehousemen, Clerks, &c 23
--	--

I can only date back as far back as 1862, that time being the commencement of my work in Manchester.

 $W. \cdot Y. M.$

(C.)

Number and Occupations of the Students of the Manchester School of Art, in the Year 1863.

Occupation.	,	Number of Students.	Occupation.	Number of Students.
Amateurs Architects' Pupils - Artists Cabinetmakers - Carvers and Gilders - Carvers in Wood - Cashiers		58 23 2 3 4 3 4 3 8 2 10 5 1 14 5 1 2	Lithographer Mechanics Millstone Maker Office Boys Photographer Plumber Plumber Schoolboys Schoolboys	1 6 1 4 4 1 1 1 67 22 6 1 1 1 6 4 8 7
Governesses		7	Tinplate Worker - Upholsterers	 1 2 13
House Painters - Ironmonger - Joiners -		- 6 - 1 7	Warehousemen Total	 368

(D.)

CARLISLE SCHOOL OF ART.

The Petition of the Committee of the School of Art of Carlisle, in the County of Cumberland.

Humbly showeth,

THAT your Petitioners, whilst admitting that the Grant made by your Honourable House for the purpose of forwarding Art Education in the United Kingdom is a large and liberal one, and has been of especial service during the last few years; yet, as appears to your Petitioners, a large and increasing portion of such Grant is expended at South Kensington, whilst the amounts allotted to the majority of the provincial schools have been year by year lessened; and also further that, by a Minute recently passed, the amount received by such schools will be totally inadequate to recompense the masters of schools without large pecuniary aid from voluntary subscriptions.

That the following Table shows the result to the Carlisle School under the old and new

system, indicating that the present aid would be reduced by more than one-half:-

		Ola	l Sys	tem.							
									£.	8.	d.
Master's certificate -	100	-	~		Gid.	_	-	-	30	_	
Pupil teacher's fee -	-	-	-	-	Sia .		_	-	20	name.	_
Average results	-	tim	100	-	-	- 1	-	me	8	elene	Patrick
Examples on account of	medals	-	-	-		-	-	-	7	_	
Prize-student's fees -	-	-	-	200	-	-	-	-	4	-	- Parker
First grade prizes -	440	000		-	-	-	Trap .	-	2	9	Project
Second grade prizes -	-	-	-	-	000	-	-	-	3	_	erical
Cost of Medals	Coa Coa	-	~	-	~	~	in .	-	3	10	-
								_			_
,								£	. 77	19	-
								_			_
		Nev	v Sys	tem.							
									£.	8.	d.
2 s. on every thild in a	poor sch	ool w	ho pa	asses f	irst g	rade	œ	No.	1	8	-
10 s. each on every stud	ent who	passe	es sec	ond g	rade	-	-	~	1	10	10000
20 s. on every work to v	vhich a	local 1	meda	l has l	been a	warde	ed	-	11	_	_
An additional sum of 20	s. on e	very v	vork	in Sta	ges 8	9, 14	, 15,	17,			
19, or 22 and 23 to w	hich a	localı	meda.	l has l	oeen a	warde	d	-	1	_	-
The annual report -	-	-	de	-	ton	~		-	10	1000	-
Examples on account of		5 -	-	-	- 04	-	-	~	7	_	-
First and second grade	prizes	-	-	Ga.	~	-	in	-	1	7	-
Cost of Medals		-	-	-	-	-	-	-	3	10	- mai
										15	
Loss by new system -	-	-	-	-	-	-	**	-	41	4	_
								c	let let	10	
								t	. 77	19	-

That Form 441 (24th February 1863), which enacts that in future no payment will be made on account of the certificates of Art Masters, ought to be modified, inasmuch as such certificates contain, as your Petitioners believe, a distinct promise that so long as the duties are efficiently performed these payments will be made to them, a promise which your Petitioners think ought not to be withdrawn so long as the Grant is continued by your Honourable House.

That if payments are to be made on results, the classes for which these payments are to be made should not be confined to those mentioned in Form 441—viz., artisans, pupil teachers, and children of poor schools—but should be paid in respect of all pupils taught by the master who are capable of passing the appointed examination.

That the appointment of pupil teachers under the New Code does not offer such pecuniary advantages as will induce a duly-qualified student to undertake the duties pertaining

That your Petitioners are strongly of opinion that, if the New Minute is carried out, dulyqualified masters will find it much more profitable to withdraw from Government Schools of Art altogether, and devote themselves to private teaching, thus altogether defeating the object of your yearly grant.

Your Petitioners therefore humbly pray your Honourable House to appoint a Committee of Inquiry, or to grant such other relief as your Honourable House may deem expedient.

And your Petitioners will ever pray.

Signed on behalf of the Carlisle School of Art,

Caleb Hodgson, Mayor, and Chairman. T. H. Hannah, Secretary. Alex. Davidson, Treasurer.

10 February 1864.

0.53.

Appendix, No. 7.

App. No. 7. PAPERS handed in by Mr. C. H. Wilson, and referred to in his Evidence of 2 May 1864.

Glasgow School of Art, 20 April 1863,

COPY of MINUTES OF COMMITTEE OF GLASGOW SCHOOL OF ART.

Meeting of Committee.

Mr. Wilson submitted a communication from the department, intimating that in accordance with a Minute which had been passed in reference to masters holding appointments from the Board of Trade, his salary would be discontinued at 1st October next, and a superannuation allowance

granted instead.

The Committee felt that the Minutes of the department involved a very serious change in the arrangements of the school. Without pronouncing any opinion on the principle involved in the minutes, they felt assured that the department would not have determined on so great a change from the system at present observed, without foreseeing some advantage in its general application, but at the same time the Committee could not look without considerable apprehension to its effects on the Glasgow School. They learned with especial regret that the proposed changes would seem to involve the discontinuance of Mr. Wilson's services, as head master. They expressed their sincere sympathy with Mr. Wilson on the very unexpected prospect of the termination of a connection which they were happy to know had been as agreeable to himself as it had been in every way satisfactory to the Committee, and advantageous to the school.

The following Minute was ordered to be transmitted to the Department:—

"The Committee desire to record their appreciation of the services of Mr. Charles Heatl Wilson, who for the last 15 years has held the situation of head master in the school. By his eminent professional ability, and his constant devotedness to his duties, Mr. Wilson has maintained the school in a high position of efficiency whilst his admirable tact and his unwearied considerateness and discretion, have enabled him to conduct the business of his office with the fulles harmony among all concerned, and in such a way as to gain to himself the esteem and friendship of the Committee, the teachers, and the pupils.

"The Committee feel that they cannot express too strongly their sense of the value of Mr. Wilson's services, and they cannot but regard with considerable apprehension, for the interest of the Glasgow School, any arrangements which may seem likely to disturb Mr. Wilson's present

position as its head master.

(signed) James Alex. Campbell, Hon. Secretary.

Glasgow School of Art, 9 May 1864.

EXTRACTS from STATEMENTS, by Employers of Students of the Glasgow School of Art, by Designer and others, which were brought before the Committee of Enquiry on Schools of Art, by Mr. C. Heath Wilson, on his Examination, 2d May 1864.

1. Draughtsmen of Ornament, Heraldry, Landscape, and Anatomy.

MR. STIRLING, of Keir, M. P., "has had within the last few years two series of heraldic and ornamental drawings executed, a number of fac similes and ornaments for book illustrations engraved on wood, which for delicacy and finish could not have been excelled in London; is sure that it would have been hopeless to have attempted to get such work done in Glasgow previous to the establishment of the School of Design."

Professor Allen Thomson, Glasgow University, has employed "five or six students in connection with anatomical drawings; some suited for re-production as woodcuts; in all the delineations have been distinguished for elegance and truth."

Professor Henry Rogers, Glasgow University, "has availed himself of the skill and ability of three

students, who sketched in an effective way the parallel roads of Glenroy, produced several series of very cleverly drawn, beautifully shaded, and telling drawings in comparative anatomy. At these young artists have shown themselves to be well trained in the principles of their art."

Professor Gairdner, Glasgow University, "ha had occasion to employ students of the Glasgor School of Art, and has no hesitation in giving an testimony that a body of men so well instructed in art is likely to be extremely useful in a city like Glasgow."

2. Pattern Drawers and Designers for Manufactures.

Messrs. Monteith & Co., Turkey-red dyer and printers, "have for several years employed three students, one who has been in their employment.

int for a considerable time; they consider him a lent for a considerable time; they consider him a load drawer. Another is in business on his own and is largely employed by us in designation of his abilities as a designer for various from lengthened experience, they add that rety decided improvement in taste seems to us rety decided improvement in taste seems to us have taken place among young designers of the years which they attribute this improvement gely, amongst other causes, to such institutions the Glasgow School of Art."

Mr. Archibald M'Ewing, Turkey-red dyer and inter. "My principal designer was a pupil of a Glasgow School of Art, and tells me that he

as greatly benefited by his attendance."
Mr. James Stewart, calico printer. "His son as now been in the Glasgow School of Art for royears. He considers that institution a most make auxiliary to the industrial population of

Mr. Richmond, pattern designer and employer, attended the school previous to 1859, and went trough all the stages; is greatly indebted to their interestruction in his occupation as a designer, and attestify to its worth in improving others working with him, as may others of the same profes-

Mr. James Doeherty, pattern designer and emover. "The chief advantage which the School Art has conferred upon him is, that it has abled him to draw with facility and power. Its aching has been introductory to nature, so that special branches of industrial art, he and others we been enabled to assert an equal place with ontinental designers. The teaching has done way with much that was merely conventional and less in art, as applied to manufactures. Bedes the pattern drawers and designers, there are any now devoted to the higher branches of picmalart, who have derived from it their earliest d truest artistic knowledge. He also states, at the advantages of the school were most aprent when least under the control of authorities a distance."

The above statements are signed by—
In James Doeherty, designer, student of 6 years.
In John M'Culloch, sculptor , 8 ,,
In James B. Edgar, modeller , 4 ,,
In James Black, pattern designer and employed for the statement of the signer and employed for the signer and employed f

over, "is a pattern designer and emover, "is a pattern designer, his specialty being signs for printed muslins and woven tabrics, and has been so engaged for 20 years; was much mefited by drawing in the gallery of casts, here the laws of correct light and shade were amed, and the study of classical ornament premied his ideas from being so limited in ideas as wild otherwise have resulted from the conventuality then obtaining in the pattern world; he brained two prizes, one being 4 l. 4 s. for an abesque design."

Mr. James Campbell, head designer for delaines and muslin handkerchiefs, "was enabled to rise at of the more mechanical branches of his busiess by his attendance in the School of Art; when apprenticeship was over, could accept a situation where there was quite a different style of work long on, because of his studies in the school. In now sit down and design independently of o.53.

mon quality of designs who have not been trained in the school. Still attends the school, so as to render himself independent of casualties of trade by extending his knowledge of general design."

Thos. M'Ewen, John Higgie, Alexander Agnew, pattern drawers, certify to the advantages which they have derived from the School of Art.

Lithographers and Engravers' Employers.

Messrs. Maclure & Macdonald "state that nearly all the apprentices employed by them for the last 20 years, have been students of the School of Design; many of them have taken a high position in the profession, and great good has been effected by the excellent training carried out efficiently for so many years."

efficiently for so many years."

Messrs. Gilmour & Dean, lithographers, "are indebted to the School of Design for forwarding the young men in their employment in their art of drawing and lithography. So much do they value the school, that they have paid the fees of several of our apprentices. They believe the school to be of much benefit to the city. Several of their young men have taken a high standing."

Mr. Brydall, lithographer and designer, "acquired his knowledge of art in the school and his technical knowledge in the workshop; became, in consequence of his attendance much more general in his work. Several students who have left for distant parts of the world anticipate much benefit from their School of Art training. Mr. William Gray now holds a good position in San Francisco as lithographer and engraver and teacher of drawing; he refers to the great benefit he derived from his study in the School of Art in Glasgow."

Messrs. Aitkin & Fairlie, lithographers, "have derived advantages from their own attendance in the Glasgow School of Art, and have observed the influence of its accurate and thorough course of study upon those whom they train up to business. They have experience and knowledge of its beneficial effects upon commercial art. In art proper its influence has been no less felt and asserted, several students occupying distinguished positions as painters, the Queen having honoured more than one of them with commissions. Some of the finest buildings, ecclesiastical and civil, erected in Glasgow during the last 10 years have been produced by students: the work of one of these architects having been pronounced by Mr. Ruskin to be the finest specimen of modern Gothic in Scotland. They pay the fees for their young apprentices.'

Mr. Alexander Steele, lithographer, "has felt that his attendance at the School of Art has been of very great service in the learning and prosecution of his business. Acquired his knowledge of drawing there entirely, to which he attributes his success in business."

Mr. Boag, lithographer and engraver, "attended, with the exception of two sessions, from 1846 to 1858, passing through the various stages. Since he commenced business, 11 years ago, has found the advantages of his attendance very great, especially a knowledge of the principles of design and the history of the ornamental arts, a knowledge of perspective, drawing from the cast, which has enabled him to make drawings from nature. Has had several apprentices attending the school, and has observed their improvement in the taste with which they work."

Mr. M'Ewen "has been enabled to accept a situation as lithographer, and still attends the school, finding it indispensable in prosecuting a branch of art congenial to his taste."

O O 3 Engineers.

Engineers.

Messrs. M'Farlane, Saracen Foundry. Mr. M'Farlane "had the privilege of being a pupil of the School of Art. The lessons which he then received have been largely the means of enabling the firm to develope a new class of manufactures in cast iron, for the excellence of which the firm was awarded a medal in the Exhibition of 1862; now employ 300 hands, many of whom have attended the School of Art, and been greatly benefited."

Mr. John M'Neil, draughtsman to engineer, "owes his present situation as a draughtsman in an engineering establishment, usually reserved for apprentices paying a high premium, to the training which he received in the School of Art."

Mr. Clarke, engineer, "The superb drawings of the Persia' steamer, which marked an era in this kind of drawing in Glasgow, were executed by a draughtsman who attended the School of Art."

Goldsmiths.

Mr. D. C. Rust, goldsmith, "has frequently given employment to students of the School of Art both to make drawings and designs. found them efficient draughtsmen, such as before the institution of the school could not be found in Glasgow. He trusts that the inquiry in progress will lead to a measure of justice being done to this valuable institution by Parliament. only right to state that formerly French designers came to Glasgow, doing a large business, and selling designs at prices varying from 1 l. to 20 l. Few, if any, of these are found or required, their places being filled by students of the school. In his experience in his business during a period of 40 years there is a marked improvement in all kinds of ornament, which he fully believes is to be attributed to the training of the mind and hand of the youth of the city in the School of Art, many instances having come under his personal observation.

Messrs. Muirhead, jewellers and goldsmiths, "have had a design made by a student for a set of four fruit dishes representing the elements."

Architects and Architecture.

Messrs. Boucher & Cousland: "It is now ten years since they attended as students; cannot imagine a more valuable institution for the training of architects; the knowledge acquired is of a different kind to what is usually learnt in the routine of an architect's office. The study of the best and purest remains of ancient art, and especially that of ornament, can nowhere else be pursued with the same great advantages; we have personally experienced great advantages from the Glasgow School of Art, and we can testify the same of our draughtsmen; we invariably draw upon the school when we want assistants; we are sure that within the last ten years we have got nearly as many assistants; do not hesitate to attribute the excellence of the draughtsmen to the training of the school.'

Mr. James Sellars, architectural draughtsman, "has attended the school for several sessions; in the pursuit of his occupation has found his study at that institution in the highest degree beneficial; it is well known that architects generally prefer to employ students."

Mr. Lewis Shanks, architectural draughtsman "has been a student for six sessions; has fall practically the great advantages of his study ornament and the figure in entering on his apprenticeship as an architect, his knowledge ornament having been advanced to work not a ordinary circumstances placed in the hands of beginner."

Mr. Stilt Hannah, architectural draughtsman "has been a student for a number of session with great benefit to his profession."

Decorators.

Messrs. John B. Bennet & Co., "as decontors have had occasion to employ students, a have found them pre-eminently useful in a business."

Mr. John Orr, decorator, "has found to the fact of his being a student has material affected him for good in procuring work; he been intrusted with the execution of decoration which but for his connection with the school never would have got; has improved his prospection life. In his experience the attractive mannin which the principles and practice of art at taught, is an incentive to pursuits and stud which are elevating, and improve the moral tone

Mr. Steel, decorative modeller, "has derive great benefit from studying in the School of in his profession of designer and modeller of chitectural decorations, and as an employer if found the ability to draw and knowledge of on ment of his art workmen of great service.

Glass Painter.

Mr. William Keir, glass painter, "the knowledge of art, acquired in the school, has been the greatest benefit to him professionally."

Potter.

Messrs. Bell, potters, "are happy to say they have derived benefit from the School Design; have been enabled to bring out new a good forms. The attendance of the design and modellers at the School of Art has been very decided importance."

Upholsterer, Plane-Maker, Glass Engraver, Wo Carver, Gilder, Wood Engraver, School Maste

Representations of the above occupations testi in various forms to the benefits which they haderived from the school.

Miner.

Robert Tennent, coal miner, "walked the and a-half miles to attend the school, and same distance back to the mine in which he cavated daily, is now, after four years' study, unsuch peculiar disadvantages, employed as and mical draughtsman, by Professor Allan Thoms in the execution of drawings, to be engraved wood, and no longer works in the mine."

Many other instances might be quoted to ill trate the benefits bestowed by the School of on employers and employed. There are probatew or no eminent houses in Glasgow which had not or do not employ draughtsmen or design at one time or other trained in the School of

C. Heath Wilson

Appendix, No. 8.

PAPERS handed in by Mr. H. Cole, 14 April 1864.

App. No. 8.

November 1862. No. 429.

Science and Art Department of the Committee of Council on Education, South Kensington.

At South Kensington, the 24th day of October 1862.

By the Right Honourable the Lords of the Committee of Her Majesty's Most Honourable Privy Council on Education.

PAYMENTS ON RESULTS OF TEACHING DRAWING IN SCHOOLS FOR THE POOR.

My Lords reconsider the relations between the Masters of Schools of Art and the Teachers of Schools for the Poor where Drawing is taught; also, the arrangements rendered necessary by the New Education Code, which abolishes payment to Teachers of such Schools on Certificates for Drawing.

My Lords cancel so much of the Minutes of the Science and Art Department of the 6th June 1856 and 5th March 1857 as relates—I°. To the payments to Teachers of such Schools of 5 l. on Certificates of Competency to give instruction in Drawing; II°. To the payments of 1 l. or 1 l. 10 s. on the results of the instruction of Pupil Teachers in such Schools; and III°. To the payments of 3 s. or 2 s. on results of instruction in Drawing in such Schools; and substitute the following Regulations:—

- I. For every Child taught Drawing in such a School who shall "pass" in one or more exercises of the 1st grade, executed in the presence of an Inspector of this Department, a payment of 3 s. will be made.
 - a. If the Teacher of a School for the Poor in which such child is taught holds a Certificate of Competency to teach Drawing, and teaches Drawing to all Children of his School who learn writing, the Managers of the School shall receive 2 s. in respect of such child, and the Master of the School of Art in which such child is examined shall receive 1s., provided he has superintended the instruction.
 - b. If the Teacher of a School for the Poor does not hold a Certificate of Competency to teach Drawing, but assists in teaching Drawing to all children of his School who learn writing, the Managers of the School shall receive 1 s., in respect of such child; and the Master of the School of Art who has taught, or superintended the instruction of, the child shall receive 2 s.
 - c. Each Child examined who passes at the mark "excellent" shall receive a prize or reward of drawing materials.
 - d. In each year a limited number of Bronze Medals shall be awarded among the Teachers of Schools for the Poor whose pupils have been most successful in the Annual Examinations.
- II. For every Pupil Teacher or Apprentice who shall pass in any one or more of the exercises of the 2d grade, a payment of 20 s. will be made.
 - a. This payment will be made to the Managers of the School in which the Pupil Teacher or Apprentice is engaged, provided that the Teacher holds a Certificate of Competency to teach Drawing, and that the Pupil Teacher or Apprentice has during the preceding year been wholly instructed by him.
 - b. Or the payment will be made to the Master of a School of Art, provided the Pupil Teacher has been, during four months of the preceding year, under his instruction, in a School of Art or elsewhere, at a reduced rate of fees.
 - c. Every Pupil Teacher who passes at the mark "excellent" in one or more exercises of the 2d grade shall receive a reward of instruments, books, or drawing materials, of the value of 10s.

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III. Masters of Schools of Art who for the present receive direct payments on their Certificates, or other fixed stipends from the Department, shall be paid only on those children whose papers are marked "good," but the Managers will receive payments on children who "pass."

IV. The above-mentioned payments will be made only in respect of Children of Schools for the Poor; and all payments to Managers of Schools will be made through the School of Art with which such Schools are locally connected.

Note.—This Minute will apply to Schools examined in Drawing after the 1st January 1863.

February 1863., No. 441.

Science and Art Department of the Committee of Council on Education, South Kensington.

PAYMENTS ON RESULTS TO ART MASTERS.

At South Kensington, the 24th day of February 1863.

By the Right Honourable the Lords of Her Majesty's Most Honourable Privy Council on Education.

My Lords refer to the Minute of the Board of Trade of the 16th February 1852 (The Right Honourable H. Labouchere, President), re-organising the Schools of Design, and creating a Department of Practical Art.

creating a Department of Practical Art.

Also, to the Minute of the Board of Trade of the 31st March 1852 (Right Hon. J. W. Henley, President), affirming the principle that the Department should be made, as far as practicable, self-supporting, and abolishing the system by which Masters were appointed to Schools of Design (varying from 300), to 1501) at fixed annual salaries.

to Schools of Design (varying from 300 l. to 150 l.) at fixed annual salaries.

Also, to the Minute of the Board of Trade of the 17th September 1852 (The Right Honourable J. W. Henley, President), recognising the great importance of elementary drawing to all classes of the community, and of causing it to become a part of national education.

Also, to the Minutes of the Board of Trade of 4th March 1854 (The Right Hon. E. Cardwell, President), which, instead of fixed salaries to masters, established the system of making graduated payments, on obtaining certificates of competency, varying from 101. to 501. per annum.

Also, to the Minute of the Board of Trade of 30th May 1856 (The Right Hon. Lord Stanley of Alderley, President), which directs that examinations and prizes should be offered to all persons, whether taught through the agency of the Department or not; and affirms the principles of making payments to a school and its master on the results of the examination of the children in schools for the poor.

Also, to the Minute of the Committee of Council on Education of the 18th July 1858 (The Right Honourable the Earl Granville, K.G., President of the Council), which makes the arrangement for the instruction in drawing of at least one per cent. of the population of any district an essential condition for obtaining the services of an Art Master.

Also, to the Minute of the Committee of Council on Education of the 29th March 1860 (The Right Hon. the Earl Granville, K.G., President of the Council), revising, enlarging, and making as self-supporting as possible the system of circulating works of art from the South Kensington Museum to all Local Schools of Art of the United Kingdom.

I. My Lords find that, acting on these principles, the number of students and others learning drawing has increased from 3,296 in 1851 to 88,196 in 1862, whilst the Parliamentary aid for such instruction has been reduced from 3l. 2s. 4d. per head to 8s. 8d.; the latter charge being inclusive of the cost of the examples forming the fine collection of ornamental art at South Kensington. Although Parliamentary aid has been given with the express purpose of educating artizans (who obtain art-instruction on three evenings in the week at the rate of 6d. per week), and of teaching elementary drawing in schools for the labouring poor, the middle and upper classes, upon the payment of higher fees (amounting in some cases to 8l. per annum), have been permitted to avail themselves of the instruction afforded in the schools, and to be eligible to earn medals and prizes. The effect of such payments has been, to raise the amount of fees paid by students from 3,447l. in 1852 to 18,083l. in 1862: the schools have become, to a great extent, self-supporting, and much less dependent upon voluntary subscriptions, which are uncertain and fluctuating.

II. With the increased demand for Art instruction their Lordships consider that further measures should be taken to reduce the proportionate amount of Parliamentary aid per student, without putting in jeopardy the successful progress of the system, and they feel students, while the annual amount necessary for causing elementary drawing instruction to become universal will not increase in the same proportion as the extension of the instruction.

III. In accordance with the principles enunciated in the foregoing Minutes, and with the view of introducing economy and effective control in the administration of the votes which Parliament may be pleased to grant for Art instruction, My Lords proceed to cancel the Minute of the Board of Trade of the 4th March 1854;

That after the 1st October 1863, payments will cease to be made in respect of the certificates taken by Masters of Schools of Art, but that a system of payments on results, tested by public examination, which has been partially carried on with great success for several years, shall wholly regulate the payments to Schools of Art, and that such payments shall be made only on behalf of artisans, children of the labouring poor, scholarships, persons in training as Art teachers, or employed as designers for manufacturers. The details of such payments are set forth in other Minutes.

May 1863. No. 444.

Science and Art Department of the Committee of Council on Education, South Kensington.

LOCAL AND NATIONAL SCHOLARSHIPS.

At South Kensington, the 3d day of March 1863.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

READ, Minute of 4th March 1854, relating to examinations for certificates; and of 30th June 1855, authorising the payment of allowances to students in training.

Read, Minute of the 27th February 1857, relating to prize-studentships, and Minute of

17th December 1857, relating to Art pupil-teacherships.

My Lords cancel the Minutes of 27th February and 17th December 1857, and resolve that after 30th September 1863, maintenance allowance, under the Minute of June 1855, shall not be given to students in training for masterships in the Central Training School in London until they have obtained the first certificate of 3d grade; and in order to raise the standard of instruction in the local schools, and to render assistance to the Art Master in the conduct of such schools, their Lordships propose to establish local and national scholarships in the local schools, and in the Training School, and Central Museum, subject to the following conditions:-

1. Local scholarships.

- a. These are granted for one year, renewable on fulfilling the proper conditions.
- b. Each candidate must already have passed in the four papers of the 2d grade, and must, with his application for appointment, send up to the Department the first four works for the 1st certificate, 3d grade; and, on their approval by the Inspector General, he will be eligible for such appointment.
- c. In order to obtain a renewal for a second or third year, the candidate must send up on each occasion three of the other works required for the completion of 1st certificate, 3d grade.
- d. If appointed to a local scholarship he will be required to assist the Art Master in teaching drawing in poor schools and in the Central District Art School.
- 2. The number of such local scholarships will be regulated by the number of children taught drawing in schools for the poor, in connection with the Local Art School, viz.:
 - a. For 500 children, and under 1,000 taught drawing, and certified by the Inspector of the Department, one local scholarship will be allowed.
 - b. For 1,000 children up to 2,000, two local scholarships.
 - c. And for every additional 1,000 children taught, an additional scholarship may be granted.

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3. The Department will aid such local scholarships by a payment to the school fund of 6 d. per head per annum for every child taught drawing in a poor school, on behalf of whom the Inspector shall give a certificate. Payments will be made annually, and whom the Hispector shart School; such payments are not to exceed, for any one local scholarship, the sum of 25 l. After the first year local committees must allot some portion, not less than 5 l., of the fees of the Local Art School in augmentation of these payments.

NATIONAL SCHOLARSHIPS.

- 4. A number of National scholarships, not to exceed 15, will annually be offered in competition to the various local schools. These National scholarships are to enable advanced students who may give evidence of a special aptitude in design, and who are, or intend to become designers for manufacturers, to prosecute their studies in the Central School and Museum.
- i. Such scholarships are only tenable for one year, and are not renewable. No school can hold more than two such scholarships at the same time.
 - ii. Qualifications of candidates.
 - a. Each candidate must have passed in the four papers of the 2d grade.
 - b. Must also have obtained a National medallion in stages 22 or 23.
 - c. When the claims of candidates are otherwise equal, those will be preferred who have obtained National medallions or local medals in stages 8, 9, 15, 17, or 19.
 - d. They must, during the first fortnight of the month of September, send up a design or set of designs, their own work, prepared for some object of manufacture. Those who have sent the best designs, subject to the prior conditions, will be selected.
 - iii. Duties attached to National scholarships.
 - a. Each student will be under the Head Master of the Central Training School, and will be required to study in the Museum of Ornamental Art every day, from 10 to 4, in order to obtain, by means of drawings and notes, a full knowledge of its
 - b. The registers of attendance and the works of each student will be laid before the Inspector General in the middle and at the end of each session, and, if unsatisfactory, the appointment will be at once cancelled.

iv. Payments.

The Department will grant to each of such scholars a maintenance allowance during the 10 working months of the year, of 1 l. per week, provided his regular attendance is certified and the studies he produces are satisfactory.

My Lords look forward to the time when the value of these scholarships to the various localities may be found so obvious, that the Committees of Art Schools will be prepared to aid or supplement the payments of the Department.

March 1863. No. 430.

Science and Art Department of the Committee of Council on Education, South Kensington.

PAYMENTS ON RESULTS OF INSTRUCTION IN SCHOOLS OF ART.

At South Kensington, the 17th day of March 1863.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

My Lords read the Minute of the 24th February 1863, abolishing the system of payments on Masters' certificates, and resolve-

- 1. That payments in aid of Art instruction shall be made upon the results of teaching drawing, painting, and modelling and designing for manufactures, ascertained as heretofore by annual examinations.
 - 2. The conditions upon which payments will be made, are as follows:-
- 3. A Masters' Fund must be established at each School of Art: all payments will be made to it once a-year through the head master, and are to be divided among the certificated Art masters or mistresses (when more than one are engaged in the school) in such proportions as the local committee and masters in concert may determine.

4. Payments

4. Payments will be made only in respect of students who are artisans, or who are engaged in some industrial occupation, or are preparing to be so, or who are teachers or governesses, or are preparing to become so.

5. The students on whose works payment is claimed by the master must have been on the books of the School and have paid fees for at least *five* months during the year previous to the examination.

6. The Committee of Management and Head Master must certify that the conditions on which the allowances are authorised have been duly fulfilled.

7. The following payments may be claimed: -

a. A sum of 1 s. or 2 s. on every child in a school for the poor who passes a paper of the first grade, as settled by Minute of 24th October 1862. No. 429.

b. A sum of 10 s. for each one of the exercises in Freehand Drawing, Model Drawing, Geometry and Perspective, in the 2d grade, satisfactorily executed in the annual examination.

c. A sum of 20 s. on every work to which a local medal is awarded. An additional sum of 20 s. on every work in stages 8, sec. b 2 and c; 9, sec, a, b, c; 14 a; 15; 17 b; 19 b, d, or any sections of stages 22 and 23, to which a local medal is awarded. A further addition of 10 s. on every work to which a medal is awarded in stages of groups 2, 3, 4, 5, or 6, provided any Master in the school is certificated in these groups.

d. A sum of 50 s. on every work to which a National medallion is awarded. An additional sum of 30 s. on every work in stages 8, sec. b 2 and c; 9, sec. a, b, and c; 14 a; 15; 17 b; 19 b and d; or any section of stages 22 and 23; to which a National medallion is awarded. A further addition of 20 s. on every work to which a National medallion is awarded in stages of groups 2, 3, 4, 5, or 6, provided any Master in the school is certificated in these groups.

e. A further payment of 10 l. will be made when the Head Master of each School of Art forwards in due time the Annual Report completely filled up, provided that the Inspector shall report that the registers recording the required statistics are properly kept, and that the school examples, &c., are in good working order. The Head Master will be considered responsible for the proper care of the examples obtained by the aid of grants from this Department.

f. A sum of 15 l. on each student who passes the necessary works and examinations for any certificate of the 3d grade (the Art-masters' certificate).

Students will not be admitted for examination in any papers of these certificates who have not first sent in approved works in all the stages required for the certificate they desire to obtain.

8. A sum of 5 l. may be annually paid in each school for the best design or set of designs for any objects of manufacture; such works must have obtained a local medal, and must be accompanied by the sketches, either from natural forms or other materials, from which they have been derived. This payment is not to be subject to the limitations of clause 4, and will be paid in addition to the claims under clause 7 c and d. Two-thirds of this sum will be paid to the Masters and one-third to the successful pupil.

9. Payments will be made as soon as practicable after the annual inspection of each school.

10. The above-mentioned payments, in aid of Schools of Art, are made subject to revision and revocation, and will necessarily be regulated from time to time by the amounts which Parliament may vote for the purpose.

11. This Minute will apply to all schools to be hereafter established, and to those schools already in action, after the 31st March 1864, and no payments on certificates will be made after the second quarterly payment immediately following the examination of each school in the year ending 31st March 1864.*

By order of the Committee of Council on Education,

Henry Cole, Secretary.

^{*} For example:—A school examined in April, May, or June 1863, will be paid on results at the Present rate, and the Master will receive his certificate allowance for the quarters ending the 30th June and 30th September. A school examined in October, November, or December 1863, will be paid on results as heretofore, and the Master will receive his certificate allowance for the quarters ending 31st December 1863, and 31st March 1864. A school examined in February 1864 will be paid on results as heretofore, and the Masters will be paid on certificates for the quarters ending 31st March and 30th June 1864.

July 1863. No. 445.

App. No. 8.

Science and Art Department of the Committee of Council on Education, South Kensington.

CONDITIONS FOR OBTAINING AID TOWARDS THE ENCOURAGEMENT OF ART-INSTRUCTION.

At South Kensington, the 8th day of July 1863.

By the Right Honourable the Lords of Her Majesty's most Honourable Privy Council on Education.

My Lords reconsider and resolve to cancel the Minute of the 18th July 1858, defining the conditions to be followed in order to enable localities to obtain the services of a certificated Art Master.

- 1. My Lords desire, in future, to leave all arrangements for services and payment between the Local Committees and the Master or Masters employed by them to be settled by the interests of both parties. My Lords recommend that the Masters should derive the chief part of their remuneration from the fees of the students, distributed in such a manner as shall give the Masters the greatest interest in the success of their teaching.
- 2. Also, read the Minutes No. 429 of the 24th October 1862, No. 430 of the 17th March 1863, No. 438 of the 24th February 1863, and No. 444 of the 3d March 1863, which are intended to afford encouragement for the teaching of drawing useful in industrial occupations, and universally, as a part of general education, by payments on the results of such instruction tested by examinations of persons taught, and of the works produced by them. My Lords decide that the application of the above Minutes shall be as follows:
- (A.) To Unions for Art-teaching where no School of Art is established. Five schools for the poor, must be brought together under the conditions of Minute No. 438, of the 24th February 1863, and an annual examination may be held by the Department and prizes of the 1st and 2d grade awarded, and payments made to the managers or Artmasters in accordance with Minute No. 429; but such payments will not be made where teachers of drawing do not hold a certificate of the 2d or 3d grade from this Department.
- (B.) To Art-classes, formed under Local Committees, held in any premises approved by this Department. An evening class for artisans must be established, meeting not less than three nights in each week, and the fee for such evening class must not be higher than 6d. per week. The Art Master of such classes is bound to teach or superintend the teaching of any school for the poor in the town or district willing to pay for a weekly lesson, either 5 l. per annum, or, on not less than 100 children, 6 d. each per annum. Annual examinations of the 1st and 2d grade may be held, and prizes awarded; and the works of the students in the Art Classes may compete for Local Medals and National Medallions, under the conditions stated in Paper No. 127. In these schools, payments will be made to the Art Master under the conditions of Minutes Nos. 429 and 430, and Local and National Scholarships may be competed for. Books, drawings, &c., may also be lent from the Central Library.
- (C.) To Art Schools held in premises approved by this Department, and exclusively and permanently devoted to Art Instruction. Wherever, in addition to the requirements in par. (B), a building or suitable rooms are permanently occupied and devoted exclusively to the purpose of a School of Art, grants of examples and works of art will be made for every Local Medal and National Medallion awarded to the School under the conditions stated in Paper No. 127, in addition to the prizes, payments, and scholarships mentioned in par. (B.) These schools are also entitled to receive the Travelling Collection from the Central Museum.
- 3. After an Art Master in any locality has received payments from the Department for one year, no second examination will be held or payments made, unless either one per cent. at least of the population be taught drawing by him or under his superintendence, or the students in the Art Classes exceed 100 in number.
- 4. The Local Committee must admit the officers of the Department at all times to inspect and report upon the Art Schools.

By the order of the Committee of Council on Education.

Henry Cole, Secretary.

March 1864. No. 88.

App. No. 8.

Science and Art Department of the Committee of Council on Education, South Kensington.

The Lord President of the Council, the Right Honourable the Earl Granville, K.G. The Vice President of the Committee of Council on Education, the Right Honourable R. Lowe, M.P.

INSTRUCTION IN ART

As afforded at the Normal Training School, South Kensington.

Inspector General for Art, Richard Redgrave, R.A.

Head-Master, Richard Burchett.

Deputy Head-Master, R. W. Herman.

Mechanical and Architectural Drawing, H. B. Geometry and Perspective, C. M. Clarke.
Assistant Master for Parochial Schools, C. Swinstead.
Painting, Freehand Drawing of Ornament, &c., the
Figure and Anatomy, and Ornamental Design, R. Burchett, W. Denby, R. Collinson, and C. P.

Slocombe.

Modelling, F. M. Miller.

Teachers of the Female Classes, Mrs S. E. Casabianca, and Miss Channon.

Matron of the Female Classes, Mrs. Garrett.

The courses of instruction pursued in the School have for their object the systematic training of teachers, male and female, in the practice of Art and in the knowledge of its scientific principles, with the view of qualifying them to impart to others a careful Art education, and to develop its application to the common uses of life, and its relation to the requirements of Trade and Manufactures. Special courses are arranged in order to qualify Schoolmasters of Parochial and other Schools to teach Elementary Drawing as a part of general education concurrently with writing.

The instruction comprehends the following subjects:-Freehand, Architectural, and Mechanical Drawing; Practical Geometry and Perspective; Painting in Oil, Tempera, and Water Colours; Modelling, Moulding, and Casting. The classes for Drawing, Painting, and Modelling, include Architectural and other Ornament, Flowers, Objects of still-life, &c., the Figure from the Antique and the Life, and the study of Anatomy as applicable to Art.

The Annual Sessions, each lasting five months, commence on the 1st of March and the 1st of October, and end on the last day of February and the last day of July, respectively. The months of August and September, one week at Christmas, and one week at Easter or Whitsuntide are Vacations. The classes meet every day, except Saturday. Hours of study: Day, 10 to 3: Evening, 7 to 9.

In connection with the Training School, and open to the public, separate classes are established for male and female students; the studies comprising Drawing, Painting, and Modelling, as applied to Ornament, the Figure, Landscape, and still-life. Fees for classes studying the whole day, 4 l. per session; for classes studying only in the morning, from 10 till 12.30, 3 l. per session; for the afternoon class, from 1 till 3, 2 l. per session; for three whole days in each week, 3 l. per session, with an entrance fee of 10 s. to each of these classes. Evening class, 2 l. per session; for one month, whole day, 1 l. 10 s.; morning, afternoon, or evening, 1 l., with no entrance fee. An evening class for female students meets on Mondays, Wednesdays, and Fridays, from 7 to 9 o'clock, fee 10 s. per session. (For particulars of Fees, see p. 286)*.

Artists and advanced students are admitted to the Living Model Class from 7 to 9 every evening but Saturday. Fee 3 l. per session.

A special class for artisans for instruction in Elementary Drawing, Geometry, Perspective, Mechanical and Architectural Drawing. Fee, three evenings a-week, 10 s. per session; five evenings a-week, 15 s. per session.

Classes for Schoolmasters, Schoolmistresses, and pupil-teachers, meet on two evenings in each week. Fee 5 s. for the session. Similar classes are formed at the Spitalfields, St. Martin's, and Lambeth District Schools.

The morning class for Practical Geometry and Perspective is open to all students, but may be attended independently of the general course, on payment of a fee of 1 l. per session.

With the view to meet the wishes of parents, as expressed in several applications, young persons at home for the Christmas and Midsummer vacations will be allowed to attend the drawing classes at South Kensington from the 15th December to the 14th February, or from the 15th June to the 31st July, on a payment of 1 l. Hours of attendance daily, except Saturday, from 10 to 12.30, or from 1 to 3.

0.53.

Students

Students properly qualified have full access to the collections of the Museum and Library, either for consultation or copying, as well as to all the School Lectures of the Department. The public also are admitted to the same privileges on payment of small admission fees; for which see the prospectuses of the Museum and Library.

A Register of the student's attendance is kept, and may be consulted by parents and guardians.

District Schools of Art, in connection with the Training School, are now established at the following places (Entrance fee, 2s. Fees 2s. and 3s. per month. These Schools are open in the evening from 7 to 9):—

1. The Female School of Art, 43, Queen-square, Bloomsbury, W.C. (removed from 37 Gower-street).

2. Spitalfields, Crispin-street.

Finsbury, William-street, Wilmington-square.
 St. Thomas', Charterhouse, Goswell-street.
 Rotherhithe Grammar School, Deptford-road.
 St. Martin's-in-the-fields, Castle-street, Long-acre.
 Lambeth, St. Oswald's-place, Upper Kennington-lane.

8. Hampstead, Dispensary Building.

9. St. George's-in-the-East, Cannon-street-road.

10. St. Mary's, Hide-place, Vincent-square, Westminster.

11. St. Marylebone, Bolsover-street.

At the Bloomsbury, Spitalfields, Finsbury, Charterhouse, Westminster, Lambeth, and Hampstead Schools there are Female Classes. Applications for admission, prospectuses, or any other information, to be made at the Schools in each district.

LECTURES AT SOUTH KENSINGTON.

Lecturer on Anatomy, John Marshall, F.R.S., F.R.C.S. A course of Twelve Lectures on Anatomy as applicable to the Arts is given in each session. The spring course may be attended by ladies. Fee for the course 6 s. For a single lecture 1 s.

Lecturer on Botany, Christopher Dresser, Ph.D (Jena). The course of lectures on Botany may be attended separately on payment of a fee of 6 s. for the course.

Other Lectures are delivered occasionally, which will be duly announced.

There is an Annual Examination for Medals and other Prizes in all the schools.

By order of the Committee of Council on Education.

Henry Cole, Secretary.

Under the Direction of the Committee of Council on Education, Science and Art Department.

SOUTH KENSINGTON MUSEUM;

Containing Works of Decorative Art, Modern Pictures, Sculpture and Engravings, Architectural Illustrations, Building Materials, Educational Apparatus and Books, Illustrations of Food and Animal Products.

THE Museum is open free on Mondays, Tuesdays, and Saturdays. The Students' days are Wednesdays, Thursdays, and Fridays, when the public are admitted on payment of 6 d. each person. The hours on Mondays, Tuesdays, and Saturdays are from 10 A. M. till 10 P.M., on Wednesdays, Thursdays, and Friday, from 10 A. M. till 4, 5, or 6 P. M., according to the season.

Tickets of admission to the Museum, including the Art Library and Educational Reading-room, are issued at the following rates:—Weekly, 6 d.; monthly, 1 s. 6 d.; quarterly, 3 s.; half-yearly, 6 s.; yearly, 10 s. Yearly tickets are also issued to any School at 1 l. which will admit all the pupils of such schools on all Students' days, to be obtained at the Catalogue Sale-Stall of the Museum.

The South Kensington Museum, as a storehouse for the United Kingdom, lends objects to all the Art-Schools which at the present time are established at the following places; the number of students under instruction in 1862 was:—

App. No. 8.

NAME OF PLACE.	Total No. under Instruc- tion.	NAME OF PLACE.	Total No. under Instruc- tion.	NAME OF PLACE.	Total No. under Instruction.
	1,332	Dundee	2,801	Hampstead	1
Aberdeen	416	Durham	584	Marylebone	
Andover	340	Edinburgh	2,593	Rotherhithe	i
Bath	913	Exeter	1,160	St.George's-in-the-East	10,207
Basingstoke	416			Kensington (South) -	
Birkenhead	1,154	Glasgow	3,065	Spitalfields	
n inchem with ele-	1,706	Gloucester	228	Westminster	
mentary Drancatos		Greenock	545	Newcastle-under-Lyne -	431
Smethwick.	827	Guildford	600	Newcastle-upon-Tyne -	1,211
Bolton -	803			Norwich =	696
Boston -		Hanley	981	Nottingham	2,425
Bridgnorth -	276	Halifax	516	140ttingnam	
Bridgwater -	1,550	Hereford	326	Paisley	997
Brighton -	1,136	Huddersfield	name (Penzance	855
Bristor	218	Hull	853	Preston	1,202
Bromsgrove	710			Reading	-
Burniek	parts	Ipswich	981	Sheffield	624
Burslem				Southampton, Romsey,	892
Cambridge	751	Kidderminster	520	and Ringwood.	
Carlisle	523	•		Stirling	-
Carmarthen and Swansea	1,126	Lancaster	1,046	Stoke-upon-Trent -	346
Carnarvon, with branches	1,009	Leeds	3,166	Stourbridge	671
at Bangor and Port- madoc.		Limerick	415	Stroud	369
Cheltenham	665	Liverpool, North District	2,198	Sunderland	733
Chester	3,017	" South District	1,850		605
Cirencester	890	Llanelly	695	Taunton	445
Clonmel	179		1 026	Truro	220
Coalbrookdale, including	1,151	Macclesfield	1,036 3,215	Warminster	85
Madely and Broseley.		Manchester	3,213	Warrington	1,179
Cork	535	Metropolitan Schools:	137	Waterford	407
Coventry	579	Female School, 43, Queen-sq.Bloomsbury.		Wenlock	
Davlington -*	956	St. Martin's (Long-acre)		Wolverhampton -	341
Darlington	1,278	Lambeth	2,212	Worcester	. 88
Devonport Dublin (Royal Dublin		St. Thomas', Charter-	966		00
Society).	1	house.	8	Yarmouth, Great	
Dudley	804	Finsbury, William-st	155	York	1,130

Total number of schools and branches, 98, and of students, 87,380, towards whose instruction the State contributed 38,550 l., being an average of 8 s. 9\frac{3}{4} d. each student per annum.

App. No. 8.

MEMORANDUM.

Opening of the New National Art Training Schools at South Kensington,

The new buildings which came into use on the 5th of October 1863, are the first permanent buildings which have been provided for the National Art Training Schools. The buildings heretofore occupied by the Art Classes have all been of a temporary kind. In the first instance, in 1837, when the School of Design was instituted, the classes were held in rooms, on a second floor in Somerset House, once occupied by the Royal Academy, and now by the Office for the Registration of Births, Marriages, and Deaths. Next the classes met in 1852 in Marlborough House, where the Queen, at the intervention of His Royal Highness the Prince Consort, graciously permitted a training school for teachers for the Schools of Art throughout the country to be first established. Then in wooden buildings at South Kensington, to which place the Training Schools were removed in 1856.

The present brick buildings are of a plain, but substantial fireproof character, and provide for all the special requirements of an Art School, which the experience of a quarter of a century has shown to be necessary, in respect of lighting by day and night, as well as ventilation, heating, &c. A distinct series of rooms has been provided for male and female classes; those for males being on the second and those for females on the first story. In each series separate rooms are assigned for drawing, painting, and modelling, &c., and there is a lecture-room in common for the male and female classes. The entrances to the respective classes are in Exhibition-road. This series of buildings forms the north and west sides of the inner quadrangle of buildings, the plan of which was approved by the Select Committee of the House of Commons in 1860.

* RULES RELATING TO FEES ONLY.

WHOLE-DAY INCLUDING THE EVENING. Hours 10 to 3 and 7 to 9.

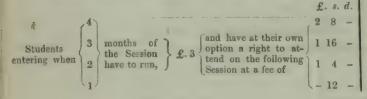
Students entering for 5 months, or the whole Session, £. 4 day and evening.

Students entering when
$$\begin{pmatrix} 4 \\ 3 \\ 2 \\ 1 \end{pmatrix}$$
 months of the Session have to run, $\begin{pmatrix} 4 \\ 3 \\ 4 \\ 2 \\ 8 \end{pmatrix}$ s. d.

And have at their own option a right to attend on the following Session at a fee of $\begin{pmatrix} 3 & 4 & -1 \\ 2 & 8 & -1 \\ 1 & 2 & -1 \end{pmatrix}$

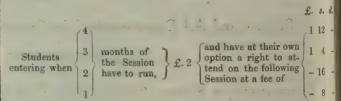
MORNING. Hours 10 to 12.30.

Students entering for 5 months, or the whole Session, £3.



AFTERNOON or EVENING. Hours 1 to 3, and 7 to 9.

Students entering for 5 months, or the whole Session £ 2., Half-day or Evening.



The Summer Session commences on the lst March and ends on the lst day of July. The Winter Session commences on the lst October and ends on the last day of February.

The Schools are open Free for the inspection of the public every Saturday, from 2 till 9 P.M. Entrance through the Museum. For further information inquire of the attendant at the head of the stairs of the Male Schools.

Forms of Certificates given for Proficiency.

App. No. 8.

(1.)

Science and Art Department of the Committee of Council on Education.

I HEREBY certify that	a student in the	
	d a Local Medal, and passed a satisfactory examination in	
	Freehand Drawing.	
	Geometry.	
	Linear Perspective. Drawing from Models.	
d is therefore entitled to	the privileges of a prize student, so long as	
mplies with the requisite	e conditionsInspec	tor.
	*	
Certificate granted	day of 186 .	
No.		
D. Onder of Al	Secreta	ary.
By Order of the Committee of Council o	ne on Education.	
	4-2	
	(2.)	
C A . A . D		n
·Science and Art De	(2.) epartment of the Committee of Council on Educatio	n.
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	epartment of the Committee of Council on Educatio	
ERTIFICATE OF SCHOO	epartment of the Committee of Council on Educatio	
ERTIFICATE OF SCHOO	epartment of the Committee of Council on Educatio	WING
ERTIFICATE OF SCHOO I HEREBY certify that me up for Examination	epartment of the Committee of Council on Education OL TEACHERS' ABILITY TO GIVE INSTRUCTION IN DRA- before the Department as a candidate for a Certificate of	Con
ERTIFICATE OF SCHOOL I HEREBY certify that me up for Examination etency to teach Drawing	epartment of the Committee of Council on Educatio	Con
ERTIFICATE OF SCHOOL I HEREBY certify that me up for Examination etency to teach Drawing	epartment of the Committee of Council on Education OL TEACHERS' ABILITY TO GIVE INSTRUCTION IN DRA- before the Department as a candidate for a Certificate of	Con
ERTIFICATE OF SCHOO I HEREBY certify that ame up for Examination etency to teach Drawing	pertment of the Committee of Council on Education of Teachers' Ability to give Instruction in Dragon before the Department as a candidate for a Certificate of geoncurrently with Reading and Writing, and was duly passes freehand Drawing.	Con
ERTIFICATE OF SCHOO I HEREBY certify that ome up for Examination	pertment of the Committee of Council on Education of Teachers' Ability to give Instruction in Drambefore the Department as a candidate for a Certificate of a concurrently with Reading and Writing, and was duly passenged on the Council of Council on Education of Council	Con
ERTIFICATE OF SCHOOL I HEREBY certify that me up for Examination etency to teach Drawing	pertment of the Committee of Council on Education of Teachers' Ability to give Instruction in Dra- before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly pass Freehand Drawing. Geometrical Drawing. Linear Perspective.	Con
ERTIFICATE OF SCHOOL I HEREBY certify that me up for Examination etency to teach Drawing	before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly past Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models.	Con
ERTIFICATE OF SCHOOL I HEREBY certify that time up for Examination etency to teach Drawing to five required Papers:	before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly past Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models. Drawing from Memory.	Con
ERTIFICATE OF SCHOOL I HEREBY certify that me up for Examination stency to teach Drawing e five required Papers: Certificate granted	before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly past Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models. Drawing from Memory. day of 186	Comssed i
ERTIFICATE OF SCHOOL I HEREBY certify that me up for Examination stency to teach Drawing e five required Papers:	before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly past Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models. Drawing from Memory.	Comssed i
I HEREBY certify that time up for Examination etency to teach Drawing to five required Papers:	before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly past Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models. Drawing from Memory. day of 186. Secret	Comssed i
ERTIFICATE OF SCHOOL I HEREBY certify that me up for Examination stency to teach Drawing e five required Papers: Certificate granted	before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly past Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models. Drawing from Memory. day of 186	Con
I HEREBY certify that time up for Examination etency to teach Drawing to five required Papers:	per trachers' Ability to give Instruction in Drace before the Department as a candidate for a Certificate of a concurrently with Reading and Writing, and was duly pass Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models. Drawing from Memory. day of Inspector General for	Con
I HEREBY certify that time up for Examination etency to teach Drawing the five required Papers:	before the Department as a candidate for a Certificate of g concurrently with Reading and Writing, and was duly past Freehand Drawing. Geometrical Drawing. Linear Perspective. Drawing from Models. Drawing from Memory. day of 186. Secret	Comssed i

(3.)

App. No. 8. Science and Art Department of the Committee of Council on Education.

CERTIFICATE FOR ART INSTRUCTION.

The Lords of the Committee of Her Majesty's most Honourable Privy Council on Education hereby certify, that _____ came before the appointed Examiners as a candidate for a certificate of knowledge and skill in those stages of Art which are classed as the first group; and having submitted the Works required in each stage of that group, executed by himself, was duly passed, after a full examination in the various subjects enumerated below:—

FIRST GROUP—Elementar	ry Drawing and Colouring.
STAGE 1. (a). Linear Geometry. (b). Elementary Mechanical Drawing. (c). Linear Perspective. (d). Elementary Architectural Drawings. 2. Freehand Outline from flat examples. 3. Freehand Outline from "the round." 4. Shading from flat examples. Certificate granted.	 (a). Shading from "the round." (b). Model Drawing and Shading. Drawing the Human Figure from flat examples. Drawing Flowers from flat examples. Drawing Flowers and Foliage from Nature. Painting from flat examples (Elementary). Examined day of 186.
No Section 1	etary.
, , , , , , , , , , , , , , , , , , , ,	Inspector General for Art.
	- Indiana in the control of the cont
FORM of CERTIF	FICATE (on Card).
Science and Art Department of the	Committee of Council on Education.
belefie that III 25 eparts	
The success of	in theExercise
n the Second Grade Examination has been	registered towards the completion of a ful
Certificate.	* 0.0
day or	f 186 .
By order of the	Secretary.
Committee of Council on Education.	
	(. C - 1)
· FORM of CERTI	FICATE (on Card).
	C.C. Tom Education
Science and Art Department of the	Committee of Council on Education.
	C. S. B. A. L. Lor
The Local Committee of the	School of Art hav
received a report from the Department, cert	ifying that (let grade) at the annu
	Freehand Drawing (1st grade) at the annu-
examination, 186.	Committee
	Chairman or Secretary of Local Committee.
Registered	Head Master.

Appendix, No. 9.

PAPER handed in by Mr. H. Cole.

IST of SALARIED TEACHERS appointed by the BOARD of TRADE in the SCIENCE and ART DEPARTMENT, to whom, on the Abolition of their Offices, Superannuations have been granted, for the Year ending 31 March 1865, pursuant to Acts of Parliament.

NAME.	-	DEPARTMENT.			Situation last Held,	Age on Retire- ment.	Leng of Servi		Yearly Retire	t		Allov	arly wance nted		Cause of Retirement.			
	-								Years.	Yrs.	М.	£.	8.	d.	£.	8.	d.	
William	-	S	cier	ice and	Art -		-	Teacher of Mechanical Drawing.	-	10	1	150		-	37	10	-	Abolition of office.
J	-		-	ditto			-	Master, Spitalfields -	40	18	9	100	-	-	41	13	4	ditto.
John	-	_	-	ditto		-	-	2d Master, Manchester	44	15	1	100	-	-	36	13	4	ditto.
, F. R	-	-		ditto			-	Master, Nottingham -	34	15	-	250	-941	-	73	6	8	ditto.
Louisa	.]			ditto				Mistress	39	16	-	130	-	-	56	6	.8	Ill health.
maley, J. A	-		-	ditto		ω.	-	Master, Bristol	43	19	3	300	-	-	130	-	-	Abolition of office.
anes	-	_	80	ditto		_	-	Hęad Master, Worcester	51	20	-:	150	~	-	75	7	-	Ill health.
R. S	-			ditto		_	-	Director, Edinburgh -	عثم	11		200	000	-	.50		-	- ditto.
H. D	-			ditto		_	-	Master, Sheffield -	44	16	3	100	_	-	38	6	8	Abolition of office.
nus, H		mi		ditto		-	-	Master, Dublin	55	19	4	300		-	130	-	-	ditto.
4, Young .	-	-	-60	ditto	4	ua.	-	Master, Sheffield -	52	17	Gara	300	-	-	135	***	-	Ill health.
ch, D. W	-	_		ditto		_	-	Master, Birmingham -	48	13	11	250	-	- >	75	, 640	-	Abolition of office.
les	20	-	•	ditto		~	_	Master, Stoke-on-Trent	43	20		390	-	-	150		ation	ditto.
V. B		_	es.	ditto	4	_	_	Master, Newcastle -	52	19	10	150	-	-	65	***	_	ditto.
George .			-	ditto			-	Master, Macclesfield -	35	-15	_	200	944	_	73	6	8	ditto.
W	-			ditto		~		Master, Paisley	40	18	1	250	-	-540	.104	3	4	ditto.
William .		4		ditto		•	9	Master, Birmingham -	46	11	4	100			26	13	4	ditto.
C. H	-	-	198	ditto	a		-	Head Master, Glasgow	54	26	-	400	-	-	240	-	-	Ill health.
												11:30	7					
												,						

Appendix, No. 10.

PAPERS handed in by Mr. H. Cole, 5 May 1864.

__ I. __

EXTRACTS from the ART DIRECTORY.

App. No. 10.

SUMMARY of the Nature of the Assistance which is afforded in promoting the teaching of Elementary Drawing, &c., and in the Establishment of Local Schools of Art.

THE Committee of Council on Education, through the Science and Art Department, after assistance to the public in promoting Art Instruction by the following means:—

Establishment of a National Training School of Art.

1. A central training school for the benefit of the United Kingdom is established at South Kensington, to which male and female students are admitted when properly qualified, receiving an allowance in aid of their maintenance, which is proportioned to their attainments and to their qualifications for the duties of teaching required from them. When such students have obtained the requisite certificates of qualification, they may be appointed teachers to the local schools of art throughout the United Kingdom, and as long as they perform their duties to the satisfaction of the local committees of management which appoint them, and afford instruction to the industrial classes, they receive from the department in augmentation of their incomes, payments proportioned to the successful results of their teaching.

National Scholarships in the Training School.

2. These are offered for competition amongst schools of art. They are tenable for one year by successful students, who are admitted to study in the art museum, with special reference to the manufactures of the district from which they are selected. A maintenance allowance is made during the time allotted to study.

Establishment of Local Art Schools or Drawing Unions.

A school of art, or art classes for obtaining instruction in drawing, can be formed wherever the public provides and maintains, at its own liability, suitable premises; and the department will make payments to the art master on the results of the instruction given to artisans and in schools for the poor. On condition that instruction is provided for public schools for the poor, that an evening class is held for two hours three times a week, at a fee not exceeding 6 d. a week, and that the local committee appoint a certificated master, the department will be prepared to hold an annual inspection, upon the result of which payments to the art master will be made.

Where sufficient occupation for a certificated art master cannot be found in a single town, art

classes may be formed meeting in neighbour towns, either under a central committee or unseparate committees who may engage the service of the same master.

Although Parliamentary aid has been given with the express purposes of educating artisans, and teaching elementary drawing in schools for the labouring poor, the middle and upper classes, uppayment of higher fees, are permitted to aw themselves of the instruction afforded in the schools, and are eligible to earn medals as prizes.

Grants in Aid of Building Schools of Art.

4. Towards the erection of new premises, in Department is authorised to make grants not ceeding 2 s. 6 d. per superficial foot of area, or maximum of 500 l. in any case.

Annual Local Inspections and Examinations.

drawing, annual inspections and examinations and by the department, at which medals a prizes are awarded to students, and grants of amples, books, &c., are presented to the school art. Public schools for the poor are also amined, either in connexion with the art school or classes, or other centre, where a sufficient number can be brought together for examination.

These examinations, as well as all others of ducted by the department, are open to all person whether taught by an art master or otherwise.

National Competition.

6. The drawings and works of art executed local schools, which have obtained medals, brought together once in the year, for competitivity each other at an examination held at So Kensington, when national medallions and Quee prizes are awarded to the most successful studen and to the schools of art where they have be instructed, grants are made of works of art a publications, from 10 l. to 30 l. in value.

Circulation of Examples and Books from the Central Museum and Library.

7. Every local school of art is privileged to 7. Every books of art from the museum, and valu-borrow objects of art from the museum, and valu-able examples, books, &c., from the library at South Kensington; both these institutions being, as far as possible, circulating institutions, for the benefit of the United Kingdom.

Grants for Purchase of Examples.

8. All schools of art, public schools for the education of the poor, and mechanics' and other institutions for artisans, may obtain from the department grants in aid of purchasing examples, models, casts, and other apparatus for art instruc-

App. No. 10.

EXTRACTS from the detailed Directions, for the Information of Committees conducting either LOCAL SCHOOLS OF ART, or Unions of Public Schools for reaching Drawing, in connexion with the Science and Art Department of the Committee of Council on Education.

Formation of the Local Committee.

1. The committee to be formed for organising either elementary instruction in drawing, or a district school of art, may be constituted expressly, or be one already acting on behalf of some corponte institution. In the latter case, it is found convenient to appoint a special or sub-committee, to be in communication with this department.

2. It is desirable that the committee should comprise one or two ex-officio members, such as Parliamentary representatives, the mayor of the town, the chairman of the quarter sessions, the principal of any neighbouring training school, Her Majesty's inspector of schools for the district, &c., which will tend to give a public character to the pro-

3. In most cases a small executive committee, say of three or five persons, is preferable to a large one; but if a large number of names is necessary, for the sake of the influence which may attach to them, a small managing committee should be ap-

4. The objects of the committee should be twofold:-First, to introduce the elementary study of art into all the existing educational institutions in the neighbourhood, whether public or private; and secondly, to establish a special or district central school for artisans in the evening, and for those who may desire to acquire a more extended knowedge of art than could be obtained in the short time devoted to it as only one branch of general

5. The local committee appoint the art master, and must be responsible for his proper attendance. If it should be found necessary to dismiss him for misconduct, the resolution of the committee must be at once reported to the department.

Financial Arrangements.

7. The committee are solely responsible for all the expenditure and liabilities of the school.

8. It is absolutely necessary that a committee about to establish a district school of art should have a fund for providing the necessary fittings, Paying the reduced price of the examples recommended by the department, advertising and giving the institution due publicity, and meeting the other expenses inseparable from a new undertaking. This fund must be raised in the locality by private or municipal donations, or advances in the way of a guarantee fund, to be repaid when possible. By 18 & 19 Vict. c. 70, a rate of 1 d. in the pound may be raised for aiding schools of science and art. A copy of this Act is given in the Appendix. 0.53.

Scale of Fees.

10. A great part of the instructional as well as financial success of the school will depend upon a well-regulated scale of fees. The department, in aiding the master's income, makes it a condition that the fees in the district school of art do not exceed 2s. a month for three lessons of two hours each per week, given to evening classes for artisans. It is desirable that the morning classes should pay the full value of the instruction offered.

11. It is desirable that the fees should be taken for longer periods than a month, and that they should cover a whole course of instruction.

12. It is found desirable to charge a small entrance fee to all new students.

Annual Reports of Local Schools.

13. Committees are requested to prepare an annual report of the proceedings of their school, on a form which will be furnished for that purpose; and they are also requested, both at that time and at any other, to communicate to the department any observations which they consider may be of general interest, as it is principally by receiving and comparing the experience of one school with another that the department will be enabled to assist all. The reports will in future include the operations of the school for the year ending 21st December, and must be forwarded to the secretary of the department not later than the 1st January following, in order that the various reports may be compared, and form part of the general report of the proceedings of the department laid before Her Majesty at the end of each

14. The committees of local schools may be requested to furnish, with their annual reports, some particulars relating to their receipts and expenditure. It is considered that such publicity may be useful to the local committee in many ways; but it must be understood that the department does not assume any control over, or responsibility for, such accounts.

15. The master, as receiving public money, is held responsible for transmitting the report in due time.

16. It is necessary that, in addition to the usual financial accounts, books be kept showing the name, age, calling, date of admission, attendance, and payment of fees of each student, as well as the description of study upon which he is engaged, and the number of works executed by him during

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App. No. 10. the session or year, with every particular which may be necessary to enable the committee to fill up the form of annual report with the strictest accuracy.

Form of Prospectus.

17. A form of prospectus which may be issued by a district central school of art is given in the Appendix. Modifications to suit local circumstances should be made.

18. It has been found by experience, with reference to instruction in drawing, that it greatly facilitates the acquisition of writing, geography, and other branches of knowledge,* and that even among the working classes parents are ready to contribute a small additional sum, weekly, for the additional advantages offered; moreover, that they are willing to leave their children longer at school, perceiving that they learn something, the direct use of which they can at once understand. Prizes for drawing on slates are awarded in schools for the poor taught through the agency of a school of

Applications for Papers.

19. In all applications to the Committee of Council for forms and papers, the number and date of the form or paper should be given. All applications should be made, not to any person by name, but to the "Secretary of the Science and Art Department," South Kensington, London, W., who will lay them before the proper autho-

Central Art School: its Fittings, Furniture, &c. (See Directory.)

Teachers' Duties.

28. It is desirable that the master should have one entire day in each week free from teaching, besides Sunday, and that there should be vacations of reasonable length at Christmas and Mid-The summer vacation of the Central summer. Metropolitan Training School is from 1st August to 1st October.

29. The master must, in the daytime, teach or direct the teaching of children of schools for the poor, and, where there is a central district art school, at least one class in the evenings, in which artisans and others may receive three lessons per week, of two hours each, for a payment of not more than 2s. a month.

30. All certificated teachers are responsible to the department for following the prescribed course of instruction, which must be adhered to in all art schools or classes in connexion with the department, or the advantages of examination will be withdrawn; and for causing a proper amount of work to be prepared for the annual exhibitions, to show the progress of the students. The master must see that the proper arrangements are made for holding the local exhibitions and examinations. He is also responsible for the preparation of materials for the annual report.

31. The master must be allowed by the com mittee to attend in London when summoned by the department.

Facilities for Study and Allowance to Masters,

32. I. As it is desirable that the masters of the provincial schools should take higher certificates and prepare themselves to give lectures and advanced instruction in ornamental art to their schools, a limited number of masters is permitted to study at South Kensington for the period o four weeks in every year. They will also in this manner qualify themselves for increased emolo ments and larger payments on results. II. The department will provide a student in the training class to supply the place of such master during his absence from his school. The local committee must undertake to pay such substitute not less than 10s. per week from fees or other source, III. The department will pay the travelling expenses of the provincial master from his school to South Kensington; and, if he devotes five hours to study every day during his stay, will pay the travelling expenses back. IV. The studies made by the master in the school, museum, and library must be suitable for lectures, and useful generally in the schools. Should the works produced be satisfactory, the department will expend a sum not exceeding 10 % in purchasing them, and will present them to the local school of which the master producing them is the teacher. V. The head or assistant master of every school is eligible to apply for these facilities, provided the school has taken at least five local medals and one national medallion in the year preceding the application, VI. The master must forward with his application the consent of his local committee to his absence, which must be given in writing, and no application will be noticed which is not accompanied by such consent. VII. The period during which the inspector's annual visit is likely to take place must not be chosen for study at South Kensington. VIII. As the number of students in training is limited, only six local schools can be supplied with provisional masters at the same time.

38. Ladies are also certificated as teachers of art, and are recommended by the department to teach in public and private schools and classes. They receive the same allowances as the masters.

Advantages offered by the Committee of Council to General Students in Schools of Art.

34. It has been thought desirable to encourage students in the local schools to continue their studies a sufficient time to acquire a sound knowledge of the principles and practice of art, with a view of applying it to the instruction of others, or to those professions or trades on which it specially bears; and the department has been authorised to offer advantages to certain students who will attend these schools two years or more without interruption, or who desire to attend the central establishment in the metropolis for similar periods. These advantages will be granted to a student only upon his showing satisfactory proofs of his attainments, and it is expected they will tend to raise the general standard of instruction in all the

35. With these views, the department offers to all such students in local schools of art:

^{*} It was stated publicly, at a large meeting of schoolmasters at Marlborough House, and assented to, that if of five hours a week devoted to writing, two were given to drawing, more progress would be made in writing in the remaining three than in the five hours previously, and the general power of drawing would be a clear gain.

App. No. 10.

J. Local scholarships, under the conditions of Minute of 3d March 1863.

II. Free admission to the classes of the training school, lectures, museum, library, and all other means of instruction offered at the South Kensington Schools and Museum in London.

III. National scholarships, under the conditions of the Minute of 3d March 1863, and weekly allowances in the Central Training School, giving, in addition to the advantages conferred by free admission, a personal payment varying from 5s. to 25s. a week.

IV. Medallions, medals, books, drawing instruments, &c., at the annual examinations; when also the works of the students may be purchased, should they be required for the public service.

36. The entire number of the above-named appointments and rewards will depend upon the funds which Parliament may place at the disposal of the department for this purpose.

37. Copies of the forms to be filled up by the candidates, and the master of the school, may be had on application to the Secretary of the Science and Art Department.

The Course of Instruction in Art.

38. The course of instruction recommended in all schools of art connected with the Committee of Council on Education is arranged under stages numbered as follows. It must be observed that the course of instruction does not in all cases, or necessarily, follow the numerical order of the stages:—

Primary Course for Schools, principally by means of Class Teaching.

	-5			-			S	tage
Linear geometry	80-	100	-	40	-	Section	a	1
Perspective -	40	-	-	-	-	-	-	1
Free-hand outline	from	copie	es -	mil	con	-	-	2
Free-hand outline	from	obje	cts	-	94		-	3
Shading from flat	exam	ples	-	-	-	200	See	4
Drawing from sol	ids, m	odels	, and	objec'	ts -	90	-	5
Drawing the hum	an figt	re ar	id ani	mals f	rom	copies	040	6
Drawing flowers.	foliage	e, &c	., fro	m flat	exe	amples	10	_
copies and natu	re	-	100	-	-	-		7
Painting from fl.	at exa	\mathbf{mpl}	es, v	vith i	nstr	uction	in	**
elementary prin	nciples	of c	colou	r -	-	-	w	13

Course for General Education.

Course jor acres at Barasares	
Free-hand outline from copies	2
ree-nand outline from the round, or from casts,	
Objects, &cc	3
mading from flat examples	4
cualing from the round or from solid forms	5
unear geometry	1
unear perspective	1
Drawing flowers, foliage, &c., from flat examples or	
copies	7
Drawing flowers, foliage, and landscape details from	
Autilie = = = = =	10
"Tawing the human forms and animals from conies -	6
brawing the human figure or animal forms, from the	
round or nature -	8
Anatomical drawings of the structure of human	. `
figure and animals	5
relating from flat examples, flowers or other natural	
objects, and landscapes, with elementary principles	
of colors	13
confirmation of the confir	Y.C
objects lead	14
painting the human figure and animals, from flat	12
examples and find name and animals, iron has	17
examples and from draped nature	1.6
0.53.	

Course for Architects, Builders, Machinists, Engineers, and Foremen of Works.

								S	tage
Free-hand					ier.	-	-	40	2
Free-hand				ts	-	-	-	-	3
Shading fro	m flat e	xamı	oles	on	**	-	-	_	4
Shading fro	m the r	ound	or 80	lid fo	orms	***	-	-	5
Section a.	Linear	geom	etry	-	-	-	-		1
Section c.	Linear	persp	ectiv	e -	m	-	-	440	1
Section b.	Mechan	nical:	and r	nach	ine dr	awing	z, deta	ils	
of archi	tecture	and	cons	truc	tion,	proje	ction	of	
shadows		Man		-	-	-	-	-	1
Painting fr	om flat	exam	ples	or co	opies,	and 1	modes	of	
tinting	-	-	-	-	~	-	-	-	11
Technical s	tudies	-	-	-	-	-	-	-	23

Course for Designers, Ornamentists, and those intending to be Industrial Artists.

Linear geometry	1
Architectural structure from copies	1
Linear perspective	1
Free-hand outline of ornament from copies	2
Free-hand outline of ornament from the round or	3
Shading ornament from flat examples	4
Shading from the round or solid forms, models, ob-	-
jects, and ornament	5
Time sketching, and sketching from memory	5
Drawing the human figure and animal forms, from	
flat examples	6
Drawing flowers, foliage, and objects of natural his-	-
tory from copies	7
Drawing the human figure and animal forms, from	
the round or from nature, including timesketching,	8
Anatomical studies of the human figure, or animal	•
forms, drawn or modelled	9
Drawings of foliage, flowers, &c. from nature	10
Painting ornament from the flat or copies	11
Painting ornament from casts in relief	12
Painting (general), from flat examples or copies,	
flowers, still-life and landscapes, with elementary	13
principles of colour	14
Painting (general), direct from nature Painting time sketches of single objects or groups, as	• *
compositions of colour	15
Painting the human figure or animals from casts, in	
monochrome	16
Painting the human figure or animals in colour -	17
Section a. From the flat or copies.	
Section b. From nature, nude or draped.	
Section c. Time sketches and compositions.	
Modelling ornament from casts, from drawings, time	
sketching, and sketching from memory	18
Modelling the human figure or animals, from casts,	10
from drawings, and from nature, nude or draped	19
Modelling fruits, flowers, foliage, and objects of	20
natural history from nature - Time sketches and compositions in clay, wax, &c., of	
the human figure and animals from nature and	
memory	21
Elementary design, principles of form and colour -	22
Section a. Studies treating natural objects orna-	
mentally.	
Section b & c. Ornamental arrangements to fill	
given spaces in colour, &c.	
Section d. Studies of historic styles of ornament,	
drawn, painted, or modelled.	
	00
Technical studies	23
Section b. Architectural design.	
Section c. Ornamental surface design.	
Section d. Ornamental relief design.	
Section d. Ornamental relief design. Section e. Moulding, casting, chasing. Section f. Lithography.	
Section d. Ornamental relief design. Section e. Moulding, casting, chasing. Section f. Lithography. Section g. Engraving on wood and metal for	
Section d. Ornamental relief design. Section e. Moulding, casting, chasing. Section f. Lithography. Section g. Engraving on wood and metal for ornamental purposes.	
Section d. Ornamental relief design. Section e. Moulding, casting, chasing. Section f. Lithography. Section g. Engraving on wood and metal for	
Section d. Ornamental relief design. Section e. Moulding, casting, chasing. Section f. Lithography. Section g. Engraving on wood and metal for ornamental purposes. Section h. Porcelain painting.	
Section d. Ornamental relief design. Section e. Moulding, casting, chasing. Section f. Lithography. Section g. Engraving on wood and metal for ornamental purposes.	as are

N.B.—Such stages of the course of instruction as are requisite, must be completed previously to the technical studies being entered upon, but in many cases all the stages are not necessary; as for instance, for lithography, for wood engraving, for percelain painting, or for designing for fabrics.

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39. The students should be taught in classes as much as possible. The masters educated in the training schools receive special instruction in the art of teaching and explaining, by means of a black board and vivâ voce demonstration, the best modes of proceeding in the execution of geometrical, perspective, and free-hand outline; and this mode of teaching a number of pupils simultaneously in classes is to be followed whenever it is practicable.

40. In every school there should be at least three classes, for elementary, advanced, and special or technical studies respectively. The classes should meet separately, and at fixed periods. Elementary classes should receive oral instruction, prior to the students proceeding to practice, and individual inspection from the master.

41. When possible the instruction should be arranged by the master to be given in courses, to continue over three months at least. It is preferable that they should extend over a session of five months, and that the fee should be paid in advance for the course. This arrangement is a stimulus to the student to attend diligently. The courses of the Central Metropolitan Training School are divided into two sessions of five months each.* The spring course commences the first week in March, and ends the last week in July; the autumn course commences the first week in October, and ends the last week in February.

42. Whilst the master is expected to adhere to the course of instruction recommended by the department, he may advantageously introduce such exceptional or additional stages of study as may be required by the particular industry of the neighbourhood, or by any other special local circumstance. Masters are recommended, on their arrival in a locality, to lose no time in making themselves acquainted with the particular branches of industry followed by the inhabitants, in order that they may be enabled to recommend such additions to the course of instruction as may induce the attendance of those following handicraft pursuits, whether as workmen or superintendents, and thus make the school as directly useful to the locality as possible. Special classes should be formed for students above 18, who desire to prosecute technical studies.

43. The local committees are recommended not to interfere with the authorised course of instruction without first communicating with the secretary of this department.

44. The certificate of each master will show to what extent he is qualified to teach the course above enumerated; masters are generally acquainted to some extent with oil and water colour painting.

45. When there are a sufficient number of students who can draw and paint the figure from casts, and the nude figure becomes desirable, the arrangements for that purpose should have the written approval of the committee.

46. Students are required to fix a price to any work submitted in competition; if they fail to do so, and the work is wanted by the department, the Inspector-General for Art will fix the price.

• This permits of an annual vacation for the Art masters.

47. In order to render the objects in the Art Museum which can be dispensed with available for the purposes of public instruction, local schools of Art have the privilege of purchasing them at half the prime cost.

Lending Library.

48. Arrangements have been made for lending to schools of Art the books, drawings, and print collected in the Central Library at South Kensing ton.

Circulation and Exhibition of Works of Art from the Central Museum.

49. As far as possible, consistently with the security of the objects, the works of Art of alkinds deposited in the Central Museum, are lent and circulated to the schools of art.

(No. 438.)

Examinations in Drawing in Localities where then is no School of Art.

At South Kensington, the 24th day of February 1863.

By the Right Honourable the Lords of the Committee of Her Majesty's Most Honourable Privy Council on Education.

Resolved, to cancel the Minute of the 6th June 1856, and in order to guard against the waste of public money which might arise from sending an inspector to a district where the persons brought up for examination are not sufficiently advanced to justify this action, their Lordships determine not to entertain any applications to send an inspector to conduct an examination, unless a central place is indicated, to which at least five schools for the poor in the neighbourhood (which must be named) are prepared to bring up at least 160 students for examination. No payments on results will be made to the managers of any school, in respect of such examination in which less than 10 per cent. of those examined obtain the mark of "Pass."

(No. 451.)

Application for an Examination in Drawing to be held by the Science and Art Department as a centre.

The following schools for the poor having received instruction in drawing during the past year and being prepared to present to an Art Inspector the number of children stated, we hereby request that, in accordance with their Lordships' Minute of the 24th February 1863, an examination in drawing may be conducted by the Science and Art Department, if possible, during the month of 186, at where suitable

premises can be provided.

Th

Number of
Scholars who have been
or prepared to pass an Examination in Drawing.

Signature
of
Manager making the
Application.

The following will be filled up at the Department.

Application allowed. The Inspector will visit on the day of 186.

Managers informed day of 18

Mr. instructed accordingly, day f 186.

Requisition for aid in establishing and maintaining Classes for giving Instruction in Drawing in the Public Schools, or for the Establishment of a School of Art at

"To the Secretary of the Science and Art Department of the Committee of Council on Education.

"WE, the undersigned [members of the corpora-

ion of , or of the a , or of the vestry of ise, as the case may be], being desirous of having elementary instruction in form and colour given in he public schools at , and of establishing central school of Art in connexion with the deatment hereinafter mentioned, and having apinted, or being prepared to appoint, a certifitated master to conduct such a school, hereby equest you to assist in providing examples, copies, c necessary for the use of such classes and thool, for which we are willing to pay at a remed cost, and to afford the advantages and payments attached to an annual inspection. And in msideration of such assistance, we hereby underake to form ourselves into a committee of managenent, to be responsible that instruction is provided or the scholars of public schools; to proe, keep clean, warm, and light suitable rooms, our own liability, for the central school to be troted entirely to this purpose; to keep the namples for the use of the school, and to preerve the same to the best of our ability; to colthe fees, and to assign a suitable portion of em as the salary of the master; to conduct and operly manage the central school; to visit and ect it at proper intervals; to be responsible the proper attendance of the master, and to smiss him in case of misconduct, reporting such smissal to the Committee of Council; to see at the course of instruction prescribed is properly lowed; to admit the Inspectors of the departent to the school at all times; to transmit works for public examination when required; to make all the arrangements required by the department for local examinations; to make an annual report on the proceedings of the school, and to conform to the regulations of the Committee of Council as from time to time determined.

(Here follow the signatures and addresses of the members of the proposed committee.)

List of Schools prepared to receive (or receiving) instruction in Drawing.

Names of Public Scho	No. of Children in each Sch						
1.							
2.							
3.							
4.							
5.							

Prospectus of a Local School of Art.

The following form is suggested to committees preparing a prospectus.

[Name of School.]

[Situation.]

[Names of the Committee of Management.]
[Treasurer.] [Honorary Secretary.] [Master.]
The courses of instruction are arranged as

follows-

1. Elementary, including practical geometry, linear perspective, free-hand drawing and shading, model drawing, figure from the flat, and elementary colour.

2. Advanced, including drawing the figure from casts; painting, ornament, flowers, still-life, land-scape, &c.

3. Special or technical, as artistic anatomy, elementary design, modelling, architectural and mechanical drawing, &c.

Day classes for ladies and gentlemen, elementary course, days and days, from to Entrance fee, 4s.; per month, 4s.; per session, 16s.; per year, 30s.

Advanced or special classes, days and days, from to . Entrance tee 6s.; per month, 10s.; per session, 2l. 2s.; per year, 4l.

Evening classes for artisans, elementary, advanced, and special, days, days, and days, from seven to nine o'clock. Entrance fee, 2s. Fee per month, 2s.; per session, 8s. 6d.; per year, 15s.

A class for schoolmasters of public schools, &c. and for pupil-teachers, will meet on a day and day evenings, from to Fee, schoolmasters, 2s. per month, or 15s. a year. Pupil-

teachers at half these fees.

Classes may be formed at other times, should not fewer than persons signify their wish to join, and pay the fees for one year.

Before admission be granted to the advanced classes, proofs of qualification must be submitted

All fees must be paid in advance; monthly fees must be paid within the first four days, or the R R

If the rooms cannot be entirely devoted to the pursed, School of Art the words in *italics* should be 0.53,

App. No. 10. student will be considered to have left the school, and have to pay another entrance fee on readmission.

The Committee of Council award scholarships to highly deserving students in these schools; also medallions, medals, and money prizes to the best works in the annual, local, and national competitions.

Public schools are instructed in the elementary course at the rate of per annum, payable in advance, for one hour's instruction a week, or, if preferred, a year per student, payable in advance, for one hour's lesson a week.

A register will be kept of attendance and good conduct. It will be open for inspection, and copies will be forwarded to parents, &c. if desired. Further information may be obtained of the

secretary, and at the school.

(No. 30.)

Conditions under which Examples and Models may be obtained by National and other Public Schools, Mechanics' Institutions, &c.

At Marlborough House, Pall Mall, the 17th day of September 1852.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council for Trade.

The President of the Board of Trade: The Right Hon, J. W. Henley, M. P.

The Vice-President: The Lord Colchester.

1. The Lords of the Committee of Privy Council for Trade having had under their consideration several applications from the managers and masters of national and other public schools, for grants to be made to them of drawing copies and examples used in teaching elementary drawing, think it necessary to adopt some general principle which shall regulate the decisions of the Board in reference to such applications.

Their Lordships have already fully recognised the great importance of elementary drawing to all classes of the community, in all relations of life, and have expressed their opinion that the first step to be taken to elevate public taste in the appreciation of correctness of form, is to cause drawing to become a part of national education. Their lordships are therefore desirous of assisting as far as possible in promoting the distribution of examples as a means of accomplishing this object; but as the indiscriminate gift of examples to all applicants might lead to abuse, it is necessary to require some guarantee that the examples will be duly appreciated, which the mere request to have them does not imply.

The principle which governs the whole proceedings of this department, in all its branches, is to afford partial aid; and to encourage, but not supersede, public exertions in promoting education in Art. Thus the means of study in the museum of ornamental manufactures are afforded, lectures are given, and students are enabled to obtain the best instruction in all the schools by payment of moderate fees in aid of the expenses; and their Lordships consider that the same principle should be observed in the distribution of examples. They have therefore resolved that this department shall have the power to assist schools in purchasing copies, models, and examples, for teaching drawing, at a reduction on the net cost.

A list of the drawing copies, models, and materials recommended by this department, may be obtained of the Secretary, Science and Art Department, South Kensington, London. It should be distinctly understood that the aid of this department in purchasing these articles at a reduced price can be granted only to public schools and institutions, but private schools will be supplied at a reduction of 15 per cent. from the prices on the list, if recommended by the department.

No endowed school is eligible to receive a grant towards the purchase of examples or apparatus, either for Science or Art, unless it can be shown that local contributions to a considerable extent are made in aid of it, and that there is a clear case of necessity.—(1861.)

2. Payments, including charge for packing, must be made in advance to the agents, on receipt of the invoice; the goods to be sent at the risk of the purchaser.

The collections in the list have been for the most part prepared under the authority of this department, but there are some of the articles which have been recommended solely as the most suitable to be had in the market at the time. It is, therefore, to be always expected that the list will be an imperfect one, including some things which have fallen into disuse, others which have been greatly improved, and omitting some which have been produced since the list was prepared. As respects works not suggested, but merely recommended by this department, all will be found to afford some useful information, but this department must not be held responsible for their execution or their whole contents.

Name of agents appointed for the supply of the examples and models in the following List-London: Messrs. Chapman and Hall, 193, Piccadilly.

A list of examples, &c., approved by the Department of Science and Art, and supplied to national and other public schools, institutions, &c, together with forms upon which the requisition for aid is to be made, may be obtained on application to the Secretary, Science and Art Department, South Kensington, London, W.

Building Grants for Schools of Art. (No. 359.)

By the Right Honourable the Lords of the Committee of Her Majesty's Most Honourable Privy Council on Education.

At South Kensington, the 19th day of February, 1858.

The Lord President of the Council: The Earl Granville, K.G.

The Vice-President of the Committee of Council on Education: The Right Honourable W. Cowper, M.P.

I. The Committee of Council will consider the making of grants to schools only once in the year, namely in the month of November. All applications for the grants must therefore be sent to the Science and Art Department on or before the 15th day of November in each year.

II. Grants will be made or not, according to the amount which Her Majesty's Treasury man authorize the department to submit to Parliament for

or the forthcoming year, and the amount of the gant will be according to the merits of each case.

III. No grant shall exceed the rate of 2s. 6d. per superficial foot of area, or shall be made on an per greater than 4,000 feet. When the whole building is not devoted to the purposes of Art instruction, the superficial area cannot be estimated on the parts devoted to any other purpose.

IV. Grants may be made in special cases for additions to existing institutions, which are intended solely for instruction in Art, subject to the same conditions as grants for new buildings.

V. The plans, as hereafter provided, must be approved by the department, and no grant will be made until the building or alterations have been completed to the satisfaction of the department, and the works have been paid for, minus the promised grant.

The Site, Title, and Trust Deeds.

V. The site, title, and trust deeds must be entirely satisfactory to the department, and all inquiries respecting them fully answered.

The Plans.

VI. The department will require plans, elevajons, and sections (with specification and estimates) to be submitted. These, when approved
and sealed by the department, may be returned for
use; but must be finally lodged with the department. They must be drawn throughout to a scale
of one-eighth of an inch to a foot, and must also
show in figures the dimensions of the several
marts.

VII. A plan of the site also must be forwarded,

a. The position of the proposed building, with a statement as respects its central position, general convenience to the neighbourhood, and accessibility.

b. Drains (collateral and main) with their fall addepth below ground.

c. Boundary walls or fences, and the nature of

- d. Entrances.
- e. Roads.
- f. The aspect of the principal front. The draw
 gs for the site may (if desirable) be on a smaller

 cale.

As respects the Plans of the Buildings.

VIII. No grant can be made towards the erection of a school of Art where adequate provision is of made to accommodate at least 50 students. For that number the buildings must provide the ellowing rooms, the superficial areas of which must be not less than those stated:—

n. One elementary room, 20 by 30 feet. This must be lighted mabove, and not less than 16 feet high.

b. One painting and modelling room, 20 by 15 tet. The room must be lighted from the north ide, and should have a top light in the roof over and in continuation of the side light.

c. One ladies' class room, 20 by 15 feet.

d. One master's room, 12 by 15 feet. This should also be lighted by a side light, from be north if possible.

e. One cloak room for female students, 12 by 8 App. No. 10. feet 6 inches. Rooms for an attendant.

f. The class rooms should, as far as possible, communicate with each other directly, as well as by passages. Where there are more stories than one, the staircase should give access to all rooms without passing through rooms; also to cloak rooms, lavatory, &c. The arrangements for lighting with gas, for warming, drainage, &c. are to be stated. The rooms should be well ventilated by the admission of air at the floor level, with an ample outlet above.

g. The rooms for study, other than those the height of which is specified, should be not less then 15 feet high to the wall plate, if ceiled flat, or 12 feet high to the wall plate if ceiled to the collar beams or to the common rafter.

h. The windows should be large, free from mullions or small panes.

i. Waterclosets, urinals, and a lavatory must be provided, and separate accommodation for female students. These dimensions are calculated for a school of 50 students only. Increased accommodation in proportion to increased numbers, must be provided for schools intended for greater numbers; and the provision of an exhibition room for casts, books, pictures, and occasional objects, may be required in schools for large numbers.

IX. The external walls of the school, if of brick, should be not less than one brick and a half in thickness; and if of stone, not less than 20 inches in thickness.

All the roofs must be either tiled or slated.

If the roof be unceiled to the tie-beam, or collar

beam, there must be ceiling to the rafters.

Rooms which are top-lighted should in all cases be ceiled to the common rafters, in order to give increased height; and all tie-beams, or other heavy roof timbering, should be avoided, and iron tie-rods used where practicable.

Gutters, and drains to carry the roof water away

from the foundations, must be provided.

All applications for building grants towards the erection of separate schools of Art must be addressed to the Secretary of the Science and Art Department, South Kensington, London, W.

(No. 127.)

Rules for the Inspection of Schools of Art, and the Examination of Students and Students' Works.

- 1. Examination of Students, School-teachers, and others.
- 1. There will be once a year, in each school of Art, an examination conducted by an inspector by means of papers in freehand drawing, practical geometry, mechanical drawing, perspective, and model drawing.

2. A convenient room must be provided, in which the inspector can hold such examinations.

a. The examinations will be of two grades of proficiency, and are open to all persons without distinction (males and females), whether taught in a school of Art or not, provided they have not been examined within the last 12 months, but teachers, pupil teachers, and students in schools of Art, are ineligible for examination in the first grade, and no candidate can sit for both grades at the same examination.

In the first grade, the exercises will consist of freehand,

App. No. 10. freehand, model drawing, and geometry, and will be of an easy nature, suited to children at school. Rewards will be given to the children of schools for the poor who are sufficiently successful.

In the second grade, the exercises will consist of freehand and model drawing, geometry, perspective and mechanical drawing, and necessitate a reater knowledge of drawing. A box of instruments, drawing materials, &c. which may be elected from a list by the candidates, will be given to those who attain the required standard of excellence, and a certificate to those who pass in the first four subjects. An exercise in memory drawing will be required from those who desire to become teachers of elementary drawing; but no reward will be given for success in this paper.

4. No person whatever is allowed to be present during an examination, except by permission of the inspector.

2. Of Local Medals.

- 1. The works in the various stages and sections in drawing, painting, modelling, and design, will be examined in competition with each other, and local prize medals awarded to them under the following conditions; but no local medal can be awarded in any stage or section unless there is a sufficient number of works for competition, nor unless the inspector shall think that the merit of the works entitles them to reward.
- 2. Medals are to be awarded to the works of students of the schools of art executed under the master's supervision within the schools in those stages and sections marked with an asterisk.
- 3. All works, whether drawn or painted, should be the size of the imperial sheet, i.e., 29 in. by 21½ in., or half imperial, 21½ in. by 14¾ in., or quarter imperial; and the smallest sizes should be mounted on imperial boards; and this rule must be strictly attended to, or the work is liable to be rejected, since frames are provided for the exhibition of works for the national competition, and for their transmission for exhibition to the local schools. All canvasses used should be of the sizes given above. Models must also conform to the sizes prescribed; they must be backed out as lightly as possible consistently with safety. All round figures should be kept to the size already stated; and models from the life, selected for exhibition, should, as far as possible, be those treated in low relief, as round figures are more liable to injury in transit. The master must not allow any sort of tracing or measurement, or squaring, in the execution of free-hand drawing.
- Each work must have a printed label (which will be supplied by the department) neatly filled in and signed by the master as a guarantee that it is entirely the production of the student whose name it bears, and has been executed under the prescribed conditions, carefully attached at the right hand lower corner of the work, before the arrival of the inspector.
- 5. The whole number of local medals that can be awarded in any school will not exceed 30, and in any one stage or section will not exceed three.
- 6. One medal may be given in each school to the best work in any one stage or section which is not conformable to the prescribed example in

those stages where the examples are named, pro vided it is a work of great merit and excellence and does not increase beyond 30 the total number of medals awarded. The inspector is also e powered, at his discretion, to award a medal f time drawings executed in his presence.

- 7. The best work in any stage or section which obtains a local medal is to be considered as ha ing obtained a first medal, and that work only to be forwarded to the national competition, however, very great merit and close equality of ex cellence is evident in two works in the same stage a second may, with the sanction of the inspecto be sent up and reported for permission to compete
- 8. If a student obtains more than one award any annual examination, only one local medal be given to him, and when a student who has pre viously received a medal is successful in a local competition he will receive a reward of a book and not a second local medal.
- 9. When works are required in sets, each set i to be reckoned as one work, and not each separate drawing or painting.
- 10. No medal can be awarded in any stage of section in which all the conditions herein laid down have not been strictly observed, nor unless the prescribed examples have been used in those stages wherein the examples are defined.
- 11. Each master will be required to have all the works of the students executed since the las examination properly arranged without frames, and carefully labelled, prior to the day notified for the art inspector's visit.
- 12. Although medals can be awarded only to works executed after the prescribed example (with the exception pointed out in paragraph 6) the whole of the works executed in the school sub sequently to the last examination must be arranged for inspection.
- 13. The works submitted at the local examinations will be stamped by the inspector, and those to which medals have been awarded will be a once transmitted to London for revision by th Inspector General for art, who will authorise the payments, under the conditions of Minute No. 430 on such works as are approved by him, but no payments will be made until the awards made it the local school have been confirmed in London The works for national competition will be selected at the time of this revision and retained in London and the others returned at once to the school.
- 14. The holders of local scholarships canno compete for local medals, but their works may selected by the inspector for transmission to the national competition.
- 15. A medal cannot be awarded twice to the same person in the same stage or section of stage, except in stage 23, in which three medals in different years may be awarded to the same
- 16. For every local medal award made at th examination, works of art of the value of 10s. w be presented to the school.

3. Of National Medallions.

1. The works which have been selected for the national competition having been first submitted to the Inspector General for art, will be examine

by him in concert with other appointed examiners, by him in color medallions will be awarded to the arks successful in this second competition.

These medallions can in no case exceed 100 number for all the schools of art in the United hingdom; the number up to this maximum will be regulated by the excellence of the collective

3. No student can receive more than one stional medallion. If a student obtains more han one award, only one national medallion will given to him. Should a student, therefore, be goessful at more than one competition, a medalwill be awarded on the first occasion only, da book or books with a suitable inscription be given for success in any succeeding com-

4. A medallion cannot be awarded twice to the me person in the same stage or section of a tage, except in stage 23.

5. Money prizes may be given on the recom-mendation of the examiners for works of merit in le class of applied design.

6. Each work rewarded in the national competion will be stamped by the department prior to

7. Works glazed cannot be received for the

8. For every separate medallion (up to a maxim of three) awarded in the national competion, the school of art in which the successful udent who obtained the medallion was under truction, will be presented with works of art the value of 10 l. The benefit to every school ill, therefore, be proportional to the advance of students, and it will be chiefly by such means at the nucleus of a local museum may be esta-

9. Works to which national medallions are warded will be reserved for some time by the partment in order that they may be exhibited in limited number of provincial schools of art. nch schools will be selected as make application receive them, and adequate preparations for hibiting them to the public.

higes of Instruction in Schools of Art, with the Examples to be used in Competition for Medals.

See Printed Directory.

(No. 232.)

Public Examinations in Elementary Drawing before Art Inspectors,

Marlborough House, the 6th day of June, 1856.

the Right Honourable the Lords of the Comattee of Her Majesty's most Honourable Privy Council for Trade.

le President of the Board of Trade: The Lord Stanley of Alderley.

Rewards will be given by the Science and Department of the Committee of Council on ucation for proficiency in elementary drawing, free-hand and linear, to all children and adults pass a satisfactory examination in those

branches of useful knowledge. The examinations App. No. 10. are not confined to students of the schools of art, or schools taught by certificated masters of this department, but are open to all, wherever their knowledge has been obtained.

2. Candidates may attend for examination at any school of art at the annual inspection of the school, provided they previously signify their intention to the secretary or master of the school.

3. The examinations will be of two grades of proficiency, and will consist of the following kinds of elementary drawing, each to be performed in a stated time; the rewards being given to all who reach a certain standard of excellence. Not more than one reward can be taken by any one student in the course of the year, though he may be examined in all the papers in either grade. Teachers, pupil-teachers, and students in schools of art cannot be examined in the first grade; nor can pupilteachers take more than one paper in each year.

In the first grade.

a. A copy from an easy outline, to be executed in lead pencil on paper; such as Simpson's or De la Rue's outlines, which may be procured of Messrs. Chapman and Hall, 193, Piccadilly, London, and all booksellers. The reward will be a small drawing board and a T square.

b. An outline drawing of an object, such as a The reward will be copies of Grant's cube. Geometry, Redgrave's Colour Manual, and Burchett's Definitions of Geometry.

c. Some easy problems in practical geometry. The prize will be a pair of compasses, including

pen and pencil.

The rewards in this grade are intended to encourage the study of drawing in schools for the poor, and will not be given to the pupils of private schools, who may, however, receive a certificate of their success through the local committee.

In the second grade.

- a. A free-hand outline from a copy.
- b. A free-hand drawing from solid forms.
- c. An exercise in practical geometry.
- d. An exercise in perspective, or,
- e. An exercise in mechanical drawing.

f. A free-hand outline from memory of a common object of daily use, which will be required from those who desire to become teachers of elementary drawing; but no reward will be given for success in this exercise.

A certificate will be given to each person who has completed satisfactorily the whole of the papers in the second grade.

Persons examined in any subject of one grade cannot be examined on the same occasion in any subject of the other grade.

Persons who have passed in any paper of the second grade cannot afterwards be examined in the

No person can be examined a second time in any subject of either grade in which he has already

The rewards in the second grade may be obtained by students from all classes of society. They will consist of copies of Burchett's Geometry and Perspective, a large drawing-board and a T square, a box of mathematical instruments, a box of ten RR3 colours.

App. No. 10. colours, with slabs; a case of materials for chalk drawing, &c., any one of which may be selected by the student. One reward only will be given for success in geometry and perspective together.

4. Every parish or public school which desires that its children should be examined, must give notice accordingly to the Secretary, Science and Art Department, South Kensington, London, or the local secretary of the School of Art. These examinations will take place once in the year, in the respective local schools of art, and no candidate can be examined either in the first or second grade more than once in the course of the year.

(No. 435.)

Prizes for Art, 1st and 2d Grades.

At South Kensington, the 6th day of January, 1863.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

My Lords take into consideration the Minute of 21st March 1859, which determines that prizes shall be given to candidates who obtain the mark "excellent" in one or more exercises in examinations of the 2nd grade.

The number of prizes given for papers in practical geometry and perspective is greatly in excess of those given for free-hand or model drawing

paper

My Lords resolve that after the 31st March 1863, candidates must obtain the mark "excellent" in both papers, perspective and geometry, in order to receive a prize.

The prize to be given when the candidate succeeds in the second in order of time of the two papers, which may be taken together or at different

examinations.

My Lords also consider the operation of Minute No. 429 of 24th October, 1862, and determine that the prizes of the 1st grade given under its provisions to the children of schools for the poor shall be restricted entirely to such children, and shall not be given to the pupils of private schools.

(No. 391.)

Prizes for Slate Drawing.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

At South Kensington, the 3d day of May, 1860.

The Lord President of the Council: The Earl Granville, K.G.

The Vice-President of the Committee of Council on Education: The Right Honourable Robert Lowe, M.P.,

Read, a Minute, dated the 5th January 1855, relative to the rewards distributed by art masters for drawing on slates to children in public schools.

Resolved, to cancel that Minute, and to substitute the following:-

1. The Science and Art Department gives prizes for drawing on slates to children of public schools in connexion with the Committee of Council.

- 2. Such schools must receive instruction drawing from the master of the school of art, a under his inspection from a local scholar, or for their own master when holding a drawing certain cate. In the last two cases the art master must himself visit the school to superintend the instruction at certain periods.
- 3. The prizes will be awarded by the master in charge of the local schools of art, at an example nation to be held annually by them in each public school.
- 4. Two prizes will be furnished to the art may ter for every school receiving drawing instruction in accordance with the above conditions. The prizes will be awarded by him among the childre examined, as he may judge best. The result his awards is to be reported to the department.
- 5. In the month of May of each year, the an master will make a requisition to the department for the prizes, to which the number of public school returned in the last annual report from the school of art, as being taught by him, or under his superintendence, entitles him. The requisition will be made on a special form, which must be signed in the secretary of the school.
- 6. The requisition having been approved by the department, the prizes will be forwarded at one in order that the art master may be enabled hold the local examination at any time during the year that he may think proper, and award to prize himself on the spot. He should report to result as shortly as possible after his awards the year have been completed.

Free Admission to the Museum of Students.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privacouncil on Education.

At South Kensington, the 27th day of July 1860

The Lord President of the Council, the Ed Granville, K. G.

The Vice President of the Committee of Count on Education, the Right Hon. Robert Low M.P.

Students of local art schools who have tak second grade certificates and local medals, are be admitted free to the South Kensington Musen on all students' days and evenings.

LIST of the PRINCIPAL OBJECTS which may presented to the Local Schools of Art on to occasion of National Medallions and Loc Medals being awarded to their Students.

For every separate national medallion (up to maximum of three), objects of art of the value 10 l. are presented to the school where the stude obtaining such medallion has been instructed.

For every medal awarded at a local examination, examples or books of the value of 10s. spresented to the school where the student obtaing such medal has been instructed.

The benefit to every school will, therefore, proportioned to the advance of the students, at will be by such means that the nucleus of a loc museum and library may be established.

the publications which accompany national meplans, and the order in which they are awarded plans of art, are,

Owen Jones' Grammar of Ornament. (One

Waring's Examples of Italian Art,
(4 frames)
The Arundel Society's Plates of Perugino's Frescoes (framed)
Robinson's Treasury of Ornamental
Art

Owen Jones' Alhambra. (One prize and a

Grüner's Specimens of Ornamental Art.

Photographs, or Electrotypes, or Copies after blood, according to the printed list below.

chools qualified by national medallions, and possessing the above works, wilt take them ording to their order, each year, as the first accompanying the first national medallion of year received by the school. Thus, for exple, a school which took last year as the first to, Owen Jones' Grammar of Ornament, would be this year the three prizes classed as b.

For every award of a medal at a local examinao, examples or books of the value of 10 s., seted from those produced for the department, be presented to the school of art in which the dent who obtained the medal was under in-

Specimens of all the objects are exhibited in museum of this department, with the prices ached to each of them. The objects may be whated by the public at the prices named.

The present collection, which is to be regarded yas a beginning, has been formed to a great ent by means of the liberality of the French perment; which has permitted copies to be en of many of the finest objects in the Louvre, a Musée d'Artillerie, and Hôtel de Cluny, at

Reproductions by Means of Electrotyping.

See Directory.

Examples in Fictile Ivory.

See Directory.

II. - Copies.

five studies of the male figure from nature,
by W. Mulready; R. A. - - each
three studies of the female figure from
attre, by W. Mulready, R. A. - - each
oured photographs of the crystals in the
oure - each 10s. to
oured photographs of the enamels in the
oure - each 10s. to
oured copies from Italian ornament - from
lan ornament from woven fabrics, jewellery,

III.—Photographs taken by C. Thurston Thompson.

See Directory and Catalogue.

hotographs of any objects in the Museum of mental Art may be ordered at the tariff res, which may be ascertained on application. When an award of photographs or electrotypes been made to accompany a National Medal-Presented to a student, it is competent for 153.

the School of Art to make its own selection from App. No. 10. the above lists.

IV .- Publications.

,	£.	8.	d.
Owen Jones' Grammar of Ornament	17	10	0
Grüner's Specimens of Ornamental Art'	12	12	0
Waring's Examples of Italian Art	6	6	0
The Arundel Society's Plates of Perugino's			
	1	0	0
Robinson's Treasury of Ornamental Art -	3	15	0
Owen Jones' Alhambra			0
And any works above the value of 5 l. which			
are named in the Catalogue of the Library of			
the Science and Art department.			

(No. 239.)

Employment in the Metropolis of Female and Male Teachers who have obtained Certificates of Competency.

The Lords of the Committee of Privy Council on Education being desirous of promoting arteducation by means of female teachers, are prepared to recommend ladies who have taken certificates of competency in the Science and Art Department.

The instruction embraces all kinds of drawing, painting, and modelling, together with practical geometry and perspective.

The following are the fees recommended for adoption:

For Public Schools.

One hour's lesson per week given in a public school to any number of children, not exceeding 50, among whom there may be pupil teachers, 5 l. per annum, payable quarterly in advance.

For Private Schools.

One hour's lesson at 7 s., or two hours for 10s.

For Private Classes or Pupils.

For lessons of one hour 3 s. 6 d., for two hours' lesson, 5s. For more than three pupils the fee will be for one hour's lesson, 5s., two hours' lesson, 7s.

Note.—If the place where the lesson is to be given exceeds one mile from South Kensington, omnibus or railway fare must be paid in addition; and should the journey to and from exceed one hour, an extra charge of 2s. 6d. an hour, or of such other sum as may be agreed upon, must be allowed.

The department is prepared to recommend male teachers at rates of payment varying according to the number of certificates taken, and experience in teaching. The instruction embraces all kinds of drawing, painting, and modelling, together with practical geometry and perspective.

For Public Schools.

One hour's lesson per week given in a public school to any number of children, not exceeding fifty, among whom there may be pupil teachers, 5 l. per annum, payable quarterly in advance.

For Private Schools.

Maste	rs holdi	ing-	-			S.	d.		. 1		s.	
	certifica	ite, o	ne hou	r's l	esson at	7	0-4	H- f	wo nou ditto	rs at	15	0
2									ditto		20	
3	- D	4	ditto	On .	• .	10	v		CITCO			For

App. No. 10.

For Private Pupils.

Maste	ers holdi	ng-	-			8.	d.		. 1		- 4	8.		
- 1	certifica	te,	one hou	r's	lesson at	3	6	or	two not	118	at	0	6	
2			ditto			_	~		ditto			10		
3		- 10	ditto	Ser		4	D	Gia.	ditto	-		10	U	

For more than three Pupils.

Maste	rs holdi	ng-	_			8.	d.				S.	
10	ertifica	te.	one hou	r's	lesson	at 5	0	or	two hou	rs at	7	6
		-	ditto	-	-	7	6	-	ditto		10	6
3	~	-	ditto	-		10	6		ditto		15	0

If the place where the lesson is to be given exceeds one mile from South Kennington, omnibus or railway fare must be paid in addition; and should the journey to and from exceed one hour, an extra charge of 2 s 6 d., 3 s. 6 d. or 5 s. an hour, or of such other sum as may be agreed upon, according to the number of certificates held by the teacher, must be allowed.

The necessary examples and materials may be procured of Messrs. Chapman and Hall, 193, Piccadilly, London, W., at a reduction to all private schools of 15 per cent on the published list

Application for male and female teachers may be made to the Secretary, Science and Art Department, South Kensington, London, W.

Illustrations of the Course of Instruction in Art Schools.

(No. 340.)

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

At South Kensington, the 15th day of July 1858.

The Lord President:
The Marquis of Salisbury, K.G.

Vice-President of Committee on Education: Right Hon. C. B. Adderley, M. P.

It having been considered highly expedient, for the information of the public and students, that a series of works should be always publicly exhibited in every school of art, which should illustrate fully all the stages of instruction pursued in the schools, and for which national and other medals are awarded, the department, in order to encourage such an exhibition, will supply gratuitously to every school, a set of the frames necessary, provided that the school undertakes to fill them with the requisite works.

In the cases of schools newly established, where a long time must unavoidably elapse before the students are able to produce complete illustrations of the course, and where it is especially desirable for the welfare of the school that the comprehensive nature of the course should be fully seen and understood at once, the department is prepared to supply gratis, to any such school, all the requisite drawings, paintings, and models, and make a grant of 40 per cent. on the cost of the necessary trames. Each frame would thus cost the local committee 4s.

Application for frames, or framed works, is to be made to the Secretary of the Science and Art Department, South Kensington, London, W.

Loan of Works of Art from Central Museum t

(No. 261.)

At South Kensington, the 5th day of March

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Priv. Council on Education.

The Lord President of the Council; The Earl Granville, K. G.

Vice-President of the Committee on Education Right Hon. W. Cowper, M. P.

The circulation and exhibition of works of at from the Central Museum, at South Kensington by the Travelling Museum, which was established in 1844, having been appreciated by the schools of art, on account of the influence the collection exercises over the public taste, and also as means of adding materially to the funds at the disposal of the school, my Lords have determined to extend the period during which object of art may be borrowed from the museum, according to the provisions of the minute of June 1852 so that objects, including books, prints, &c. ma now be circulated among schools of art during the whole year.

The treasurer, the secretary, and the master of the school, will be held responsible for the security

and safe return of the objects lent.

On receipt of an application from the committee, addressed to the Secretary, Science and Art Department, South Kensington, London, W for certain specified works of art, or books, the objects will be consigned to the care of the maste. The charges for carriage and risk of transport to the school must be borne by the committee, but this department will pay the carriage back.

My Lords also propose to transmit, from time time, for the use of the various schools, such work from the Central Museum as they conceive will be seen and studied with profit in the particular district to which they are sent. In this case, it is not intended that an application from the school committee should be received beforehand, but the objects will be forwarded, free of expense, to the school, provided the chairman, treasurer, and master have signified their willingness to guarantee the safety of works so sent, and to pay the full value placed upon them by the department, it case of damage or loss whilst in possession of the school. For this purpose a form of general guarantee has been prepared (No. 270), and will be forwarded for signature, on application.

(No. 274.)

Circulation of Books, Prints, &c. to Local School of Art.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Private Council on Education.

At South Kensington, the 5th day of March 1857

The Lord President of the Council: The Earl Granville, K.G.

Vice-President of Committee on Education: Right Hon. W. Cowper, M.P.

1. The circulation from the Central Museum Ornamental Art among the local schools having

proved quite satisfactory, regulations are adopted, by which it is proposed to extend the same prinby white collections of the Central Library, and by this means to give to the schools of art of the United Kingdom the privilege of sharing in the use of the books of reference, prints, and drawings which have been procured by the department.

2. It must be obvious, that it would be unnecessary to circulate works which are of a low ralue, and easily procured, and also that an unmited time for returning works would be inconvenient. It is, therefore, intended that no works shall be borrowed for the present which are below the value of 1 l., and that none shall be kept beyond four weeks.

3. Every school taking any local medals in the current year will be entitled to borrow one folio, wo quartos, or four octavo volumes at one time; and each school that obtains in the National Compelition, two or more national medallions will be entitled to double this number at one time.

4. In borrowing works, local committees must oparantee their security from damage, and their afe return. The charges for carriage to the local chool must be paid by the committee, but the department will pay the cost of carriage back.

(No. 393.)

Accidents to Works of Art.

By the Right Honourable the Lords of the Committee of Her Majesty's most Honourable Privy Council on Education.

At South Kensington, the 10th day of May 1860.

The Lord President of the Council: The Earl Granville, K.G.

The Vice-President of the Committee on Education: Right Hon. R. Lowe, M.P.

With a view of guarding against accidents to public property which may be lent to schools of art, the head master of the school will be held responsible for such property. Upon receiving my work of art from the department, he must imnediately report its condition to the department, should it be received by him in a state damaged realling for remark, such as injury to the frame, reakage of seal, &c. Failing to do so, he will be held responsible for the damage.

TRAINING SCHOOL FOR MASTERS OF SCHOOLS OF ART.

The primary object of the school is, as its name plies, the training of art-teachers, male and male, for the purpose of supplying qualified and ertificated art masters or mistresses to schools in onnexion with this department. Its course of udies embraces, besides all the ordinary branches art-education, instruction in various applicaons of design to manufacturing industry.

(No. 321.)

Rules for Admission to the Training School at South Kensington.

This school is established for the purpose of ining art masters and mistresses for the United

Kingdom, but general students are admitted to App. No. 10. the advantages of the school on payment of commensurate fees. In order to encourage the students in the prosecution of their studies the following regulations have been adopted:-

- 1. General students as long as there is room are admitted on payment of a fee of 4 l. for a session of five months for the day and evening; of 2 l. for the half-day; or of 2 l. for the evening; The sessions commence on the 1st of March and the 1st of October, and end on the 31st July and the 28th February, respectively.
- 2. General students having paid fees for the two sessions, on passing the whole of the second grade examinations, are entitled to an admission to their class for one year at a remission of half the usual fee. They are entitled to a continuance of the same privilege for a second year if they have obtained a medal or passed, during the first year of the remission of the fee, any two of the papers in the first certificate for masters, and by passing the remaining papers during the second year they become eligible to the privileges stated in paragraph 3.
- 3. Other general students who have paid fees are entitled to free admission on passing satisfactory examinations in any three of the subjects of the first certificate, if males, and of any two subjects, if females. The privilege will last for one year, and is renewable if the first certificate be fully taken within that time. Students will continue free of the school provided a local medal is taken annually.

As respects Students in Training.

4. Students proposing to qualify themselves as teachers of art schools, who are personally eligible, and have given satisfactory proof of the possession of general knowledge, are admitted free, when vacancies occur in the training class, upon the submission of works in geometry, perspective, freehand drawing, drawing from nature of plants or foliage, and drawing from models, approved by the head master; or, in lieu of these, some more advanced studies of drawing from the antique, or painting. These students, when they have obtained the first certificate, are eligible to compete for weekly alowances, according to their progress in the school and the certificates obtained, of 5 s., 10 s., 15 s., 20 s. or 25 s., in return for which they have to perform certain duties as teachers, and must engage to accept the situations to which they are recommended.

With a view to assist female students in obtaining the necessary qualifications to become art teachers, admission to the training school for females is regulated by the rules stated above; they may then receive an allowance of from 5 s. to 15 s. a week, according to vacancies on the list, for a period not exceeding two years, to enable them to obtain the second certificates. If their progress and promise justify it, they may (having obtained the 2nd certificate within the two years) continue to receive an allowance for another year, while working for the third certi-

Should opportunities offer for a female student in training to employ a portion of her time in teaching, she may accept engagements, with the Ss concurrence

App. No. 10. concurrence of the head master, and receive a reduced allowance, proportionate to the time remaining for studies connected with her certificate; it being understood that the duration of the allowances will in no case exceed three years.

It must, however, be distinctly remembered, that at the termination of the allowance, the department in no degree undertakes to provide or obtain employment as teachers, for the students so trained.

All personal applications for admission to the school (whether by payment otherwise) are to be made to the head master. All written communications are to be addressed to the Secretary of the Science and Art Department, South Kensington, London, W.

In order both to stimulate students of provincial schools of art of good promise, by opening to them opportunities of pursuing their studies under the most favourable auspices, and also to secure the widest field of choice from which to select students best qualified for training as future masters, competition for free admission to the training school is open to all students of provincial and other art schools.

Such competition must take place previous to the commencement of sessions, in accordance with the following conditions:-

- 1. Candidates seeking admission to the Training School are required to fill up the necessary form (No. 323), and to forward it, together with the works specified, addressed to the Secretary of this Department.
- 2. Candidates who are students in schools of art are required to pass a preliminary examination in general knowlege before an Art Inspector, previous to making their application for admission.
- 3. As each course of instruction is arranged to commence with the session, candidates can only be admitted in March and October.

- 4. The form of application properly filled up must be forwarded on or before the second week in February, and the second week in September in each year, together with the works which are to accompany it.
- 5. Before any candidate can receive an allow. ance, he will be required to pass an examination in general knowledge, including reading, spelling writing, arithmetic, history, and the First Book Euclid. Candidates may, if they desire it, offer themselves for examination in French, Italian, and German.

(Nos. 136 and 162.)

Course of Examination for Certificates for Master. ships in Schools of Art.

1. The science and art department has been authorised to adopt a system similar to that employed by the primary division of the Committee of Council on Education, and to aid the master's income by payments on the results of instruction given by him, and to make such payments contingent on his holding one or more art certificates. These payments will be made to the master as long as he is engaged in teaching under the inspection of the department, and performs the necessary conditions.

The 23 stages of art instruction in this department are divided into six groups.

Examinations for art certificates are held annually, in February and July, and are open to all persons, whether taught in the training school at South Kensington or not.

(See Printed Directory.)

-- II. --

COMPARISON between the Schools of Design in 1851, and the Schools of Art in 1863.

	1851.	1863.	
TUBBER OF SCHOOLS:			
provincial	17 2	80 12	
Metropolitan National Art Training	none -	1	
NOUNT OF GOVERNMENT GRANT	£. s. d.	£. s. d.	* Exclusive of examples, library, &c.
Provincial Schools Metropolitan Schools National Art Training Schools	6,850 - 3,474 - none -	11,095 15 13 1,066 7 3 4,450 16 9	Excluding South Kensington.
MANPLES OF ART, Books, School Furniture, Fittings, Inspection, Lectures, &c.:	4,780	19,278 6 6	The cost of examples, inspection, &c., united in 1851, is now put together. Of this sum, inspection for art amounted to 2,610 l. 8 s. 1d.; lecturers, 157 l. 10s.; examples for art, 15,510 l. 3s. 6 d., of which 9,789 ls. 1 d. was for objects for the Art Museum; these must be considered as an investment in objects which would realise their full value, at least, if sold. Books for library and circulation, 1,000 l. 4s. 11 d.
UMBER OF STUDENTS:			
Provincial Schools Metropolitan Schools National Art Training Schools	2,842 454 - none	13,856 1,929 65 540	Excluding South Kensington. Students in training. Paying students.
MOUNT OF FEES PAID BY STU-	£. s. d.	£. s. d.	* In addition to the amounts here given, a sum of 6,068%. 15s. was received in 1863 from public and private schools, and from teachers, and pupil teachers.
Provincial Schools Metropolitan Schools National Art Training Schools	1,994 442 - none -	9,566 12 1 1,312 1 6 1,508 13 - None	Excluding South Kensington. Paying students. Students in training.
VERAGE AMOUNT OF FEES PAID BY STUDENTS: !			•
Provincial School Metropolitan School National Art Training School	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	13 9\frac{3}{4} - 13 7\frac{1}{4} 2 18 7 None -	Excluding South Kensington. Paying students. Students in training.
TERAGE SHARE OF EACH STUDENT IN GOVERNMENT GRANT: *		-	* Exclusive of examples, library, &c.
Provincial School Metropolitan School National Art Training Schools	2 8 2 7 13 1 - none -	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Excluding South Kensington. Students in training. Paying students.
MPORTION WHICH THE GOVERNMENT GRANT BEARS TO THE FEES:			
Provincial Schools Metropolitan Schools National Art Training Schools	as 1 l . to 5s. $9\frac{1}{3}d$. as 1 l . to 2 s. $6\frac{1}{4}d$. none.	1 l. to 17s. $2\frac{1}{3}d$. 1 l. to 1 l. 4 s. $7\frac{3}{4}d$.	Excluding South Kensington.
MBER OF MASTERS:			,
Provincial Schools Metropolitan Schools Vational Art Training Schools	32 16 - none -	87 14 12	Exclusive of 10 students in training, who teach in metropolitan schools.
³⁰ April 1864. 0.53.	general constant of the second	A STATE OF THE STA	Н. Л. В.

— III. —

App. No. 10. RETURN of the Cost of the NATIONAL ART TRAINING SCHOOLS at South Kensington, for the Year ending 31 December 1863.

					1
NAMES OF MASTERS AND MISTRESSES.	Fees: Paid by Gen ral Students.	Payments on Results: Made by Department.	Fixed Salaries.	TOTAL.	V == -
	C	6 0 0		£. s. d.	
Burchett, R. Herwan, R. Warter I American Collinson, R. Denby, W. Clarke, C. M.	£. s. d. 322 2 2 161 1 1 136 5 6 111 10 4 148 13 4 123 10 -	£. s. d. 204 3 4 61 5 30 21 2 16 16 8 27 1 8	£ s. d. 350 200 150 100	876 5 6 422 6 1 316 5 6 278 6 8 275 15 — 123 10 —	£. 8. d.
Hagreen, H. B	74 6 8 37 3 4 5 68 23 9	49 11 8 5	150 = 75 20 126 156	273 18 4 117 3 4 88 2 9 126	0
Casabianca, Mrs Channon, Miss	123 17 9 99 2 2	20 20 7,imi,		148 17 9 119 2 2	
Matron 7:5:	= 8 =	مَا مُرَانًا الْمُ	65	65	
	1,386; -	433 18 . 4:	1,405 14 9	* . ชาไปที่กร	3,225 13 1
Superintendence (Part):					
As the Training School costs 4, general management may be	450 L out of a veassigned to it. T	ote of 46,650 l., a his would be	like proportion of	f such vote for	277 -
Rece	Cotal Payn ipts from Fees. Mass	to Traini	ing to Attendant	Examples.	
£.	s. d. £. s 13 - 1,386	a. d. £. 11.	d. £. s. d	1. £. s. d. - 241 2 5	
ATTENDANTS - \[\begin{aligned} 4 & Male & Atte \\ 1 & Female & dit \end{aligned} \]	to -}				285 2 -
Police 2 Constables	, at 721. 2s. 8 d.				144 5 4
	Ex	amples. Ma	Drawing aterials, &c.	Sundries.	
OTHER EXPENSES, IN DETAIL	- 11 -	E. s. d.	£. s. d. 19 4 9	£. s. d. 6 2 11	
These expenses are not a	unual, but were i	ncurred in the ren	noval into new sch	iools.	241 2 5
Extent of Buildings:	2				
Superficial area	of male school		quare feet.		
	Toran -	- 27,562	2 29		
	Cost - 1 -	17:311			9,843 7 6
		6			

INSPECTION, extending over the whole of the UNITED KINGDOM.

	Time Employed.	Rate of Salary.	Salary.	Travelling Ex-
Inspectors. : 1		Unit-/	£: s. d	£. s. d.
Redgrave, R Bowler, H. A Wylde, R. G Crowe, E. Hart, S. A Box connectes	Whole time Whole time 131½ days	750 <i>l</i> . 900 l. 500 <i>l</i> . 400 <i>l</i> . of the 2 l. per diem 1 to 2 l. per d	500 400 263 46	901.55 51.4 901.20 51.4 - (1.203.142.3 24.15.11
Examiners.	- 01 - 1 -	offite -		nvill
Eastlake, Sir C. L Maclise, Daniel - U Marshall, J		5 l. 5 s. per diem - 5 l. 5 s. per diem - two anatomical ex-	15 15 - 10 10 - 10 10 -	- military
Dresser, C Peile	2 botanical examinations 2 mechanical examination papers.		10 10 - 25 4 -	
3 Assistant Examiners	82 days	2 s. 6 d. per hour -	61 1 5	

^{*} This includes Mr. Redgrave's salary as Art Referee for the Museum, and as Art Adviser of the Board.

5 May 1864.

Н. Л. В.

— IV. —

MIURN of the Attendance of the STUDENTS in Training at the NATIONAL ART App. No. 10. LIBRARY.

For the week ending 23 April 1864.

NAMES.		Description of Employment.		Amount I	ue.	Number of Times in Art Library from 1 January to 30 April 1864.
				£. s.	d.	
n. Pdwin		at 25s. weekly -		1 5	Servi	13
Chandler, Edwin		- ditto		1 5	-	24
Griffiths, John		- ditto -		1 5		23
Short, John - Macdonald, Alexander		- ditto -		1 5	tim	4
Puckett, Robert		- ditto -	l	1 5		4
		- ditto -	1	1 5	ine	15
Dundas, James Glenny, William		- ditto -		1 5	_	4
Rawle, John Samuel -		- ditto -	ļ	10 -	_	17
Campbell, John A		- ditto -	ı	1 5	-	× 11
		- ditto -		1 5		11
		at 20s. weekly -		1 -	_	39
Fildes, Samuel	_	ditto -	1	1 -		80
n 1 1 1	_	- ditto -	1	1 -	-	63
Ford, James		- ditto -	İ	1 -	com	14
Randall, John		- ditto -	۱	1 -	-	6
Menzies, John	_	- ditto -		1 -	_	21
Hulme, Frederick	_	- ditto -		1 -		7
79 77 7		- ditto -		1 -	-	9
Boon, William	_	- ditto -	1	.1 -	_	33
Stephenson, Rea (Junior) -	_	- ditto -		1 -	-	19
Fisher, Alexander	_	- ditto -	.	-1 -	-	17
Thomas, Stephen	_	- ditto -		1 -	•	
Jones, David		- ditto -	.	1 -	-	17
Sturgeon, William		- ditto -		1 -	-	10
Doming, John	œ	at 15s. weekly -	-	- 13	1	31
Pritchard, Zachariah		- ditto -	.	- 15	-	15
Goepel, James	1	- ditto -	.	- 15	-	19
M'Gill, William		- ditto -	-	– 1 5	-	19
Pilsbury, Wilmot	-	- ditto -	-	- 15	-	41
Sawkins, Isabell		- ditto -		- 15	-	11
Collins, Emma		- ditto -		- 15	400	21
Horncastle, Jane -	*	- ditto \tans	•.	- 15	· 1 7 9	
Soden, Susannah	7	at 10s. weekly -	-	- 9	3	5; deducted for absence, 9 d.
Black, Amy Eliza	-	- ditto -	· ,	- 10	-	_
Larking, Mary 01 A	a proper	- io ditto	-!	- 10	-	9
		£		42 14	3	
		_				

Appendix, No. 11. -

PAPER handed in by Mr. H. Cole, 9 May 1864. ALPHABETICAL LIST of TRADES, PROFESSIONS, and OCCUPATIONS of the STUDENTS attending the several Schools Chester, Crewe, &c. Carnarvon, Ban Coalbrookdale Wenlock. Carmarthen and Swansea. Birmingham Spon-lane. Cheltenham. Devonport Plymouth. Bromsgrove. Basingstoke. Bridgwater Birkenhead Glasgow. Cambridge Dublin. Brighton. Burnley. Bristol. Cork. Bath. 3 14 4 -6 1 2 5 9 18 2 2 6 5 ī 1 -1 17 2 _ 2 THE PROPERTY OF THE PARTY OF TH 2 _ 3 11111111111111111 11111111 4 12 Time 1 111111 6 4 2 6 14 -3 -1 -3 - - - - - 1 1 ___ - - - - - 2 11111111 10 2 - - 4 -6 2 $\frac{-}{2}$ - - 2 ---3 1 1 1 3 7 1 -3 6 _ 26 19 5 10 $\frac{2}{10}$ 6 7 12 4 10 5 6 2 _ 28 2 5 4 3 18 3 2 4 24 4 1 5 7 9 36 11 16 4 1 2 3 3 -. Opt 2 3 - - - - -- - 2 1 1 1 1 1 1 1 1 Total í 1 - - - 3 - - 2 2 - - - -2 3 6 1 1 1 1 - 1 - 1 - 1 - - -6 - - -- - - 2 ----] 2 - - 1 9 10 11 <u>-</u> - 9 1111111111 13 19 13111111 9 11111111 57 2 10011111111 10 4 16 9 5 - 1 - - - -4----15 100 1 1 1 1 1 1 1 - - - -14 12 - - - - -11 57 3 8 Basingstoke, 12.1 3 - - - - --1 ---2 - - - -2 111111 - - 1 1 - - - - -2 - - - - - -111 2 ---2 For <u>-</u> 1 1 1 1 1 1 1 1 1 1 1 1 -1 1 1 00 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 - ------1 1 1 1 1 1 1 1 1 111111111 111111111 - - - ----1 1 1 1 1 ----111111111 ---2 1 111111111 -3 12 2 10 - 75 2 2 39 2 2 1 - - - -2 5 - - - -2 2 - - - -2 2 2 19 F 8 -4 -1 --6 ---4 7 * CONST 8 ---2 <u>-</u> 15 -18 14 66 2 - - - - - - - -4 <u>-</u> 38 61 5 60 8 12 2 26 46 24 9 8 11 11111 19 - 2 - - -14 一十二十二 10 2 $\frac{-}{9}$ 28 71 _ 4 -8 1 1 1 29 1 2 -----3 12 3 3 2 3 4 2 <u>]--</u> 1 -4

- - Appendix, No. 11.

- PAPER handed in by Mr. H. Cole, 9 May 1864.

PARLIAMENTARY GRANTS, in Great Britain and Ireland, during the Year 1863. (See Evidence 41.)

rted 1	by PA	RLI	AME	NT	ARY	c G:	RANT	rs, 11	n G	ireat	1 131	ritai.	n and	Ire	etana,	, au	unig	the	1 Ca	I le	000.	(Se	e Er	iden	ce 4	1.)		1	1	1			1	1	1	1	1		
Kidderminster.	acaster.	Leeds (including Huddersfield).	1		1	North	Liverpool, South	Llanelly.	Macclesfield.					Newcastle-on-Tyne.		Nottingham.		nce.	Perth.		Reading.	ry.	nampton.		Stoke-on-Trent.	Stourbridge.	Stroud.	Sunderland.	Taunton.	Truro.	Warminster.	Warrington.	Waterford.	Wolverhampton.	Worcester.	Yarmouth.	Tork.		
1 1 1 1 1	1	- 1 - 6 - -		3	- - - 1	- 4	6 - 1 -		-	- 2		- 11 65 -	1	- - - 5 -	- - 1 -	9 1	2	3	2	- 4 - 2 - 2	2		4 2	2 - 7		111111	2	11111	1			3 -	3	- 4 - 2 -	4 3 -	2 - 1 - 3	2 - 9 2 4 -	10 38 2 230 94 43 15	Accountants. Agents and factors. Agricultural implement makers. Architects and apprentices. Artists. Army and navy. Auctioneers.
	4	1 1 2 - 1 1 - 2 - 2	-		1		3 1		3 1 2 - 1			6 11 30	2		10	1	11111111111111111		2	2 4 -	3	111	1	1						4 - 1 5 -	3	1	1	1		- 2 - 1 1 1 1	- - - - - - 2 - - - 2 - - - 2 - - - - -	18 26 5 4 1 7 20 6 10 30 21 24 30 5 8 1 215 13	Bakers. Bankers and bank agents. Bleachers. Blindmakers. Blockmakers. Booler-makers. Book-heepers. Book-selers and printsellers. Boot and shoe makers. Brassfounders and coppersmith, &c. Brewers. Bricklayers. Bricklayers. Brickmakers and tilemakers. Brokers. Brushmaker. Builders and apprentices. Butchers.
4		16	2	2 112 1	6 3 3 13	3	4			3 8 1 1	4 7 3 1 8 	35 108 - 72 1 - - 42 - 2 -	3 2 4	16 - 13 - 1 - 8 - 6 - 2 - 2 - 2	6	14		3 10 - 2 6 6 - 2		8 10 - - - 1 15 - - 12 - -		4 9 9 2 2 - 8 1 24 15 3	2 4					1 - 2	50 Details	1		8	4	1 2	8	111 - 2 3 2 2	2 5 7 7 - 2 10 4 - 1 1	219 509 76 17 199 2 3 4 6 6 6 6 6 7 7 8	Carpenters and joiners, and box- makers. Carvers and gilders, and pictureframe makers. Carvers on stone. Carvers on wood and ivory. Chairmakers. Chandelier-makers. Chasers and embossers. Chemists, druggists, and apothecartes. Clergymen and ministers. Clerks, cashiers, &c. Cloth sappers and pressers, &c. Coach builders or makers. Confectioners, cooks, &c. Cototon spinners. Curriers.
1		3	- 1 - - 1 9 -	1 11111111	-		2	1 5 1	-	7 - 2	1 14 - 1 5	35 - 12 - 14		100	5	1	1 - 6 6			- - - 3 2		- 3 - 10 - 9 -	11111111	2 3		2	- - - - 1						4	1	3	2		12 1 1 7 6 9 3	Designers, damask. Designers, lace. Diesinkers and die and stamp cutters. Draughtsmen.
1 1 1 0	1	99-	118	2	2	9	out out	4	3	1 - 1	11 33	2 - 2 - 3 72	1133 -	49	77	55		- 2	24 6 6	1991	1	1 7 7 - 29 1 1 1 1 1	3 1	11 - 6 1			3	2	-		-		1		4 6	22 11	19	67	2 Ditto - civil.

	Alphabetical List of Trades, Professions, and Occupations of the Students attending the several Sci	10
Aberdeen. Andover. Basingstoke. Bath. Birkenhead. Birkenhead. Birkenhead. Boston. Boston. Bridgnorth. Bridgnorth. Brighton. Brighton. Brighton.	cen and en and m. m. mr. mr. mr. mr. mr. mr. mr. mr. m	Cuildian.
		11111111111111111111111111111111111111

-	D	arlin:	mente	arv G	 Frant	g, in	Gree	ıt R	ritain	and	Toral	en d	lanci.	1	37		0.5			,		T									_							31
orted	by P	-		gard				-	www	and	Irel	una, (the	Yea	r 18	63—	-con	tinue	et.			1															
Ipswich.	Kidderminster.	Lancaster.	Leeds (including Huddersfield).	Limerick.	Lincoln.	Liverpool, North Division.	Liverpool, South Division.	Llanelly.	Macclesfield.	Manchester.	Metropolitan (Schools).	Newcastle-under- Lyme.	Newcastle-on-Tyne	Norwich.	Nottingham.	Paisley.	Penzance.	Perth.	Preston.	Reading.	Sheffield.	Shrewsbury.	Southampton.	Stirling.	Stoke-on-Trent.	Stourbridge.	Stroud.	Taunton.	Truro.	Warminster.	Warrington.	Waterford.	Wolverhampton.	Worcester.	Yarmouth.	York.	_	
		2			3		1	4	1 1 1	1 1	14 1 6 35 - 63 - 15 - 15 - 24	110	10 12		1 1 1		2	2/17 11 11 11 11 11 11 11	55		3 1	2	1			355			-	1	1 2 2		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 - 2 2 2	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3	14 9 1 43 67 7 73 46 13 2 10 4 1 24 9 53 8 8 25 73 2 1 7 7 5 7 7 7 8 8 7 7 7 8 8 7 7 7 8 8 8 8	Glass-cutters, embossers, and gravers. Glass-dealer. Glass-manufacturers and workers. Glass-painters. Glass-stainers. Glasiers. Gold and silver smiths, refiners, & Grocers. Gunmakers, &c. Hairdressers. Hardware-dealers. Hosiers and glovers. Iron-fitter. Iron-founders. Iron manufacturers. Ironmongers and apprentices. Iron-turners. Japanners. Jewellers. Journalists and editors. Lace-makers, &c. Land-agents. Land-surveyors. Landowners. Laundress. Lapidaries. Leather-dressers and cutters.
1 3 - 1 1 2	- 2 2 - 1 - 2 2 2 	5 5	11 -5 - 94 24 6 - 13			2	3 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	2 1 1	1 2 -	6	20	22	33. 	3.	21 2 4	14		2 2 2	3 - 4	1	333344	9	5 1 1 1 1 1 1		2 - 2			2	2		2 2 - 1 1	633-11-1-1	3	8 2	8	1	8 82 19 200 13 4 255 106 22 68 9 1 14 4 2 5 69 10 5	Machine-makers and machinists, Maltsters. Manufacturers, miscellaneous, incl ing millowners. Mariners, masters, and others. Masons, stone, and stonecutters. Masons, marble. Measurers. Mechanics. Merchanics. Merchanics. Merchanics and shipowners. Messengers, office-boys, porters, &c. Millers. Millers, bruss-finishers, &c. Millers and millhands. Milliners and dressmakers. Millers and dressmakers. Millers and moulders. Modellers and moulders. Mould-makers. Musicians, organists, &c. Musicseller.
	1	- 4	10 1 10 1 10 1 10 1 10 1 10 1 10 10 10 1			T BI BINDAGBURING FOR		10		2 5 6 6 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	- 1 - 4 36 - 4 - 5 - 2 - 2 - 2 - 8 8 8 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2	422	7 20	7 2	1	3 15 1 1	4	13	- - 1 10 - - - - 2	- - - 1 2 - - - - - 1 1			155		111				2	-	4		-	44	1	1	4	Opticians. Organ-builder. Painters, china. Ditto, coach. Ditto, decorative and scene. Ditto, herald. Ditto, house. Paperhangers. Paperstainers. Papier-maché makers. Pattern-makers. Pattern-designers. Pawnbrokers. Photographers and colourists. Pianoforte makers and tuners. Planemaker. Plasterers. Plumbers.

ALPHABETICAL LIST of Trades, Professions, and Occupations of the Students attending the several Schools Carnarvon, Bango and Portmadoc. Chester, Crewe, Coalbrookdale and Wenlock. Birmingham s Cirencester. Edinburgh (Female). Gloucester Bridgwater. Basingstoke. Coventry. Glasgow. Greenock. Birkenbead. Clonmel. Dundee. Exeter. Bath. 4 1 ---1 2 1 1 2 1 -3 ---1.1.1 -3 ---2 _ 1 1 1 9 9 9 1111 - - - --1111 بنوره ____ _ 1 1111111111111 -1 1 1 1 1 1 1 27 - - 7 2 1 --23 1 51 1 9 18 5 35 33 7 3 76 2 74 3 12 39 4 42 368 11111111 2 -1 6 1131 3 1111111 -2 5 2 - - - - - - -3 3 11 1111 --1 2 ----5 _ 1 3 3 2 ---------4 1 1 1 1 1 40 _ 2 10 2 17 -3 ---13 2 - -4 17 LILL 14 --_ 15 4 9 4 _ 74 1 1 1 1 ----10 Return. ---_ 20 3 2 _ 2 1 ---2 4 No 1 1 2 5 1 3 ---1 ÷ 1 6 1 --4 1 34 <u>-</u> 5 57 3 47 1 13 6 _ 26 8 8 35 9 17 8 8 27 29 6 67 10 75 38 14 12 15 18. 13 11 28 -2 2 1 1 1 1 1 ---3= 1 <u>E</u>. 2 2 1 _ -_ ----+-+-+ _____ -14 ----12 _ ------11 2 6 1 7 2 2 -1 2 4 -2 12 *** 14 -2 1 1 1 3 1 10 3 1 2 2 10 2 3 21 --14 1 江江江 (14 (24) 2 --Igin

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Parliamentary Grants, in Great Britain and Ireland, during the Year 1863—continued.

Tari	lamen	1	1	1	1			70 6111	1 1100			5 the	1 0	di ic	300-	-001	cereu	eu.	1																		
Lancaster.	Leeds (including Huddersfield).	Limerick.	Lincoln.	Liverpool, North	Liverpool, South Division.	Llanelly.	Macclesfield.	Manchester.	Metropolitan (Schools).	Newcastle-under- Lyme.	Newcastle-on-Tyne	Norwich.	Nottingham.	Paisley.	Penzance.	Perth.	Preston.	Reading.	Sheffield.	Shrewsbury.	Southampton.	Stirling.	Stoke-on-Trent.	Stourbridge.	Strond.	Sunderland.	Taunton.	Truro.	Warminster.	Warrington.	Waterford.	Wolverhampton.	Worcester.	Yarmouth.	York.		
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5		-	-			2 -	-	-	-				1111	-		-			-		1 : 1	1111		1 1 1		-			-		1 - 1 - 1	-	-	1 1 1	- 1 -	8 1 2 2	Railway officials. Registrar. Ribbon-box makers. Ropemakers.
60	20	18	7	8	4	111111111111111111111111111111111111111		1	4	26		1				3 3	3	6	3 1 - 4 1	4	1			1	30 1		20	3 4	5	1 3 -		14			5 3 - 1	4 12 2 12 1,283 25 1 74 81 6 5	Sawmakers and sharpeners. Saddlers. Sailmakers. Salesmen. School boys and girls. Sculptors. Sharebroker. Shipbuilders, carpenters, and wri Shopmen, women, and boys. Silk manufacturers. Slaters. Slater enameller. Smiths, black, shipsmiths, and
3	4	3	1			1 1 1 8 1 1 1 1 1		48	10	2	70	14	2 2		23		8 -		19 - 1	2	-			59	- 1 2 - - - -	Return.		1	3 1	16		32	3	10 - 1	- 3 3 4 - - 1	1 5 38 18 469 1 12 1 33	hangers. Smith, chain. Smiths, white. Solicitors. Stationers. Students. Ditto, college. Ditto, medical. Ditto, university. Surgeons and physicians.
4 - 21	32		2 - 29	15			- - 15	80	- - 168	- - 1	- - 17	1 - 28	27	- 7	15	2 - 7	58	- - 7	2 - 10	1 - 6	- - 28	_	10	- 6	- - 22	No	2 - 6	2	11	2 - 31	1 - 13	18	1 - 44	1 - 8	3 - 26	55 2 2 1,513	Tailors. Tanners. Tax collectors. Teachers, governesses, pupil teac
111111	1 1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				-	1 - 1	1 1 1 1 1	-	111111		-	1 1 1 1 1 1		-	1	-	2				-		-	-		-	-		-	1		1		3 2 2 2 6 6	Terra cotta makers. Ticket writers. Tilepavers. Timekeepers. Tinmen. Tobacco manufacturers and to conists. Toolmakers.
-	_	1 1	-	-	-	-	-	-	2	_	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_	-	1 -	_	-	-	-	-	-	-	2	14	Traders.
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3	2	-	-	_	_	-	-	-	-	-	-	-	2	-	-	-	7	-	-	-	-	2	-	-	-	-	-	-	_	1	-	-	-	-	4	25	Vergers, church. Victuallers.
2	1 2	-	1	11111111	3	E	6 and ings	13		1			7					1	1		1							-		- 6	4	1			1	24 2 30 4 7 3 2 5	Warehousemen and boys. Watchmakers. Watch-dial painters. Weavers. Wheelwrights. Wine and spirit merchants. Wireworkers. Wood turners. Wool sorters. Wrights. Writers, ornamental.
3 205	37	53		-60	113 263				76		395	126	6	61	82	99							-			1-		- 28									No occupation.

Appendix, No. 12.

THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.

App .- No. 12.

PAPERS handed in by Mr. H. Cole, 23 May 1864.

(A.)

Towns having Schools of Art.

	England.	Scotland.	Ireland.	Tor
Number of towns having Schools of Art	. 79	7	5	
Aggregate population of these towns	6,415,370	842,590	431,897	7,719
verage number of persons who may receive benefit from each School of Art	81,207	120,370	\$6,380	8
Per-centage of total population provided with Schools of Art	31.7	36.3	13.3	

Towns without Schools of Art.

	England.	Scotland.	Ireland.	Ton
Number of towns of 15,000 inhabitants and upwards, without a School of Art	29	4	4	
Aggregate population of these towns	886,229	92,306	169,690	1,048,
Average number of persons for whom the establishment of a School of Art in each of these towns would provide	33,973	23,076	42,422	28,4
Number of towns at present without a School of Art, in which the establishment of a school would provide for from 10,000 to 15,000 per- sons	38	7	7	
Number of towns at present without a School of Art, in which the establishment of a school would provide for from 5,000 to 10,000 persons	128	18	25	
Total number of towns, with populations of 5,000 and upwards, which have no Schools of Art	195	29	36	0
Average number of persons for whom the establishment of a school in each of these towns would provide	11,480	10,424	11,908	11,

The additional cost of— 37 schools in a population of 15,000 and upwards, may be estimated, at £. 150 each, £. 5,550; at £. 200 each, £ 52 , , , 10,000 to 15,000 , , , 150 , 7,800; at 200 , , 171 , , , 5,000 to 10,000 , , , 150 ,, 25,650; at 200 , , 260 ,, , 5,000 and upwards , , , 100 ,, 26,000; at 200 , , 39 39 32

£. 94,950

(B.)

App. No. 12.

Demand No. .
No. 30. April 1861.

Science and Art Department of the Committee of Council on Education.

CONDITIONS under which EXAMPLES and Models may be obtained by National and other Public Schools, Mechanics' Institutions, &c.

1. The Lords of the Committee of Privy Council on Education, having had under their consideration several applications from the managers and masters of national and other public schools, for grants to be made to them of drawing copies and examples used in teaching elementary drawing, think it necessary to adopt some general principle which shall regulate the decisions of the Board in reference to such applications.

Their Lordships have already fully recognised the great importance of elementary drawing to all classes of the community, in all relations of life, and have expressed their opinion that the first step to be taken to elevate public taste in the appreciation of correctness of form, is to cause drawing to become a part of national education. Their Lordships are therefore desirous of assisting, as far as possible, in promoting the distribution of examples as a means of accomplishing this object; but as the indiscriminate gift of examples to all applicants might lead to abuse, it is necessary to require some guarantee that the examples will be duly appreciated, which the mere request to have them does not imply.

The principle which governs the whole precedings of this department, in all its branches, is to afford partial aid, and to encourage, but not supersede, public exertions in promoting education in art. Thus the means of study in the Museum of Ornamental Manufactures are afforded, lectures are given, and students are enabled to obtain the best instruction in all the schools by payment of moderate fees in aid of the expenses; and their Lordships consider that the same principle should be observed in the distribution of examples. They have, therefore, resolved that this department shall have the power to assist schools in purchasing copies, models, and examples for teaching drawing at a reduction on the net cost.

A list of the drawing copies, models, and materials recommended by this department may be obtained of the secretary, Science and Art Department, South Kensington, London, W. It should be distinctly understood that the aid of this department in purchasing these articles at a reduced price, can be granted only to public schools and institutions, but PRIVATE SCHOOLS will be supplied at a reduction of 15 per cent. from the prices on the list, if recommended by the department.

2. Payments, including charge for packing, must be made in advance to the agents, on receipt of the invoice. The goods to be sent at the risk of the purchaser.

The collections in the accompanying list have been for the most part prepared under the authority of this department, but there are some of the articles which have been recommended solely as the most suitable to be had in the market at the time. It is, therefore, to be expected always that the list will be an imperfect one, including some things which have fallen into disuse, others which have been greatly improved, and omitting some which have been produced since the list was prepared. As respects works not suggested, but merely recommended by this department, all will be found to afford some useful information, but this department must not be held responsible for their execution or their whole contents.

Names of Agents appointed for the Supply of the Examples and Models in the following

List:

901001 DEBO

London: - Messrs. Chapman & Hall, 193, Piccadilly.

App. No 12.

The following Requisition for Aid in purchasing Examples, &c., after being filled up as required, is to be transmitted to—The Secretary of the Science and Art Department, South Kensington, London, W. (Postage to be pre-paid.)

No. 1 Application to

N. B.—It is to be clearly understood that the Department has a lien on the Examples, &c.,

pe filled in by the requisitionist, with full particulars.	cannot therefore be sold.		•
		ID IN PURCHASING EXA	
(a) Erase the words	For the use of		School or Institution. (a)
that do not apply.	In the City or Town of (a)		
	In the County of		
	Having Male. Female. Schole Mem	or Paying each at the rabers	ate of £. per annum.
	and Schol Men	ars or FREE.	
	I request the aid of the Commagent, the examples marked in shall be kept and used in the abhave been demanded.	ittee of Council in obtaini	and I undertake that the same
	The address to which the pare	eel is to be sent is as follow	
	- 40		
	at		
			Signature of Requisitionist.
	Dated this	day of	186 .
No. 2 tobe filled in by			
the Department.	and authority given for the a Deduct 15 per cent. allow	supply of examples to the ex	tent of, £.
			£.
	of which £. will cost of packing, by the scho	be paid by the Department, of or institution, previous to	and £. together with the the goods being supplied. Assistant Secretary.
	-		-
No. 3 to be filled in by agent on transmission		Requisitionist as under, this mples (retail price)	day of186 .
of the invoice.	Deduct as above— Allowance by A Aid by Departs	igent - £.	
		. 4	
			£.
	Add	, for Packing	
	Tota	al to be paid by Requisitionic	st - £.
Nos. 4 and 5 to be filled in by agent.	4. Amount £. receive	ed from schools this	day ofAgent.
	5. Examples forwarded as dir	ected above, together with	requisition, this day ofAgent.
	by 6. Examples as per invoice reco	oived and *requisition return	ned to agent, thisday o
No. 6 to be filled in leading requisitionist.	1	186 .	Requisionist.
	• It is requested this Paper may be re	turned to the Agent in an entire sta	ate, after the examples have been received.

Demand No.

LIST of Examples, &c., approved by the Science and Art Department, and supplied to National and other Public Schools, Institutions, &c.

A Collection recommended by the Department, for beginning in Parochial Schools.

Rotation No.	DESCRIPTION OF ARTICLE.	Size, &c.	Retail Price.	Articles selected, and Amount.
3 4 6-9 18-20 21-32 33-45 598-614 375-377 1710 77-90 95-98 317 148-222 285 1958	Large compasses	Total - £.	£. s. d. - 4 3 - 1 6 - 5 3 7 1 6 - 2 6 - 5 2 3 - 9 1 2 5 9 - 13 6	£. s. d.

The following Collections have been for the most part prepared under the Authority of the Department, and are Recommended for Instruction.

	WALKE 1820 20000444112042000 XO2	and a double.	
· Account	CLASS I.—Copies for Outline Drawing:		
18-20	One set of the letters A O S mounted	14 in. by 21 in.	- 3 -
18-20	The same unmounted		9
21-32	One set of 12 outlines on black and white grounds,	10 in. by 16 in.	1
	mounted on millboard, back and front	8 in. by 10½ in.	- 8 -
21-32	The same unmounted		- 1 3
33-45	Simpson's 12 plates of outlines for the black board, with preface, mounted on canvas.	20 in. by 25 in.	- 7 -
33-45	The same unmounted		- 3 6
46-75	The same, cut up, and mounted back and front -		- 7 -
598-614	The same reduced, for pencil drawing		- 1 6
1710	De la Rue's free-hand outlines of common things,		- 5 -
	48 subjects.		
1711-1716	Single packets, eight subjects, each		- 1 -
2120	De la Rue's Outlines of Animals		- 1 -
76	A set of two sheets of outlines, suggested by the	12½ in. by 9 in.	6
	Bishop of St. Asaph, in cover.		
77-90	Ditto, cut up and mounted back and front, on boards	various	- 2 3
93-94	Outlines of familiar objects, two sheets	11½ in. by 8¾ in.	3
95-98	Ditto, cut up and mounted on two boards	9 in. by 6 in.	9
101-121	One set of 21 plates of elementary practical geometry, mounted back and front.	various	- 15 -
148-222	Dyce's Elementary Outlines of Ornament, 50 selected plates, one set, mounted back and front.	various	- 16 -
148-222	The same unmounted, sewed		- 5 -
148-222	A selection from the same, 15 plates, one set, back		- 5 -
	and front, mounted.		
223-234	Weitbricht's Outlines of Ornament, reproduced by	various	- 5 6
	Herman, one set, 12 plates, mounted back and		
	front.		
223-234	The same unmounted		- 2 -
235-254	Morghen's Outlines of the Human Figure, reproduced	various	- 10 -
	by Herman, one set, 20 plates, mounted back and		
0.0	front.		
235-254	The same unmounted		- 3 4
255-258	One set of four plates, Outlines of Tarsia, from Gruner,	171 in. by 22 in.] - 3 6
	mounted	8 in. by 18½ in.	3-00

Rotation No.	DESCRIPTION OF ARTICLE.	Size, &c.	Retail Price.	Articles select
	Class I.—Copies for Outline Drawing—continued.		£. s. d.	£. 8.
255-258	One set of four plates, Outlines of Tarsia, from Gruner,		7	
200-208	unmounted.			
259-262	Albertolli's foliage, one set of four plates, mounted	20 in. by 8 in.	- 3 6	
259-262	The same unmounted		5	
1271	Wallis's drawing book mounted		- 7 -	
272-1298 1272	The same unmounted		- 3 6	
683-1691	Cotman's pencil landscapes	· · ·	- 15 -	
701-1708 701-1708	Outline drawings of flowers, eight sheets, mounted The same unmounted, eight sheets		- 3 6 8	
	CLASS II.—Copies for Shaded Drawing:			
	Six plates of ornament shaded, &c.:	131 in. by 11 in.	10	
619	Husk mounted	102 in by 11 in.	10 6	
619	The same unmounted Renaissance Rosette		3	
2160	The same mounted	• • •	9	
2225	Shaded ornament -		3	
	The same mounted		9	•
2226	The same		- 1 2	
2227	The same mounted unmounted		~ - 3	
2221	The same mounted		9	
2228	The same unmounted		- 1 - 9	
2110	Ornament from a Greek frieze - mounted The same unmounted		9	
	The same			
0100	Four plates of flowers, shaded:— Virginian creeper mounted		- 2 -	
2106	The same unmounted		9	
2107	White grapes mounted		- 2 -	
	The same unmounted		9 - 1 2	
2108	Burdock mounted		- 1 2	3
2109	The same unmounted Poppy mounted		- 1 2	
2109	The same unmounted		4	1
1501	M'Callum's studies of trees (ash) mounted	24 in. by 181 in.	- 2 8	1 '
1501	The come unmounted	24 in br 101 in	- 1 6	
1502	M'Cullum's studies of trees (horse chestnut), mounted The same	24 in. by 18½ in.	- 2 8	
1502	The same unmounted Cotman's landscapes, tinted in sepia, &c		1	
1719-1724 2229	1			
2230	Lithograph copies of Mulready's Life Studies -		- 10, 6	
2231			- 2 -	
2235	Column from the Vatican mounted Ditto ditto unmounted		- 1 -	
2241	Early English capital mounted		- 1 -	
2221	Ditto ditto unmounted		4	
	CLASS III.—ARCHITECTURAL AND MECHANICAL DRAWING, &c.:			
	Machine Drawing:			
969-1030	Engineer and machinist's drawing book, 71 plates	15 in. by 12 in.	3	
	published, mounted back and front on millboard.		1 12 -	
952-968	The same, sewed in numbers, at 2 s. per number	20 in. by 14 in.	3 15	
402-451	Tripon—" Etudes elémentaires de Lavis," being 50 shaded copies of machine drawing mounted on	20 mi by 14 mi		
	millboard.			
402-451	The same unmounted	w m m	2 10	
	Practical Architecture:			
	Plates extracted from the Course adopted at the Royal			
	Engineering establishment at Chatham, by permission of the Master General of the Ordnance, in			
	Sheets, viz.:— Brickwork, three plates mounted	28 in. by 20½ in.	- 9	_
263-265	The same	20 III. by 20g III.	1	6
263-265	Manual two plotos - mounted	20 in. by 14 in.	} - 5	
		28 in. by 20½ in.		_
266-267	TDI		- 2	6
266-267	The same unmounted	og in by and in	_ 3	2
266-267 268	Carpenters' work, one plate - mounted	28 in. by 20½ in.	_	2 8
266-267	Carpenters' work, one plate - mounted unmounted		- 1	

Rot	tation lo.	DESCRIPTION OF ARTICLE.	Size, &c.	Retail Price.	Articles Selected, and Amount.
		Class III.—Architectural and Mechanical Drawings, &c.—Practical Architecture—continued.		£. s. d.	£. s. d.
	270 270 271 271 272	Staircases mounted The same unmounted Boarded floors mounted The same unmounted Common and trussed partitions - mounted	28 in. by 20½ in. 20 in by 14 in. 28 in. by 20½ in.	- 3 - - 1 6 - 2 - 10 - 3 -	
	272	The same unmounted Roofs mounted	28 in. by 20½ in.	10	
	3-277 3-277	The same unmounted	20 in. by 14 in.	- 13 - 6 3	
21	278	Head and shoe for conveying rain from roofs, mounted.	20 in. by 14 in.	- 2 6	}
	278	The same unmounted	• ; • •	9	1
	580 581 582	Naval Architecture: Five Plates extracted from Knowles' Work on Naval Architecture, being the sheer draught, half-breadth and body plans: Of a merchant ship, 1,257 tons burthen Of a collier brig Of a Virginia-built privateer	46 in. by 15 in. 31 in. by 13 in. 31 in. by 11 in.		
58	583 4-585	Of a Bermudian schooner Of a man-of-war's launch, pinnace, cutter, and	23 in. by 10 in. 22 in. by 12 in.		-
	4-585	yawl, mounted on millboard and canvas - \int \text{The same unmounted, the set}	21 in. by 11 in.	- 14 -	
	1773	Knowles' entire work, including the letter-press and an atlas of 39 plates, half-bound	n %	6 6 -	
		CLASS IV.—ELEMENTARY WORKS FOR TEACHING COLOUR.			
	28 5 28 5	A small diagram of colour mounted The same unmounted	14 in. by 21 in.	- 1 6	
	286 287	A large diagram of colour mounted Redgrave's manual and catechism on colour (2d edition).	18 in. by 48 in. - 36 pages -	- 6 - 9	
		CLASS V.—COLOURED EXAMPLES.		,	
		Seven Coloured Examples of Flowers, Mounted,			
	300	Enamelled: Pelargonium mounted	12½ in. by 16 in.	- 3 9	
	300 301	The same unmounted Petunia mounted	12½ in. by 16 in.	- 2 9 - 3 9	
	301	The same unmounted Camellia mounted	12½ in. by 16 in.	- 2 9 - 3 9	
	303 303	The same unmounted		- 2 9	
	304 304	Wallflower mounted The same unmounted	12½ in. by 16 in.	- 2 6 - 1 6	
	306	Torrenia asiatica mounted	12½ in. by 16 in.	- 3 9	
	306 1546	The same unmounted Oleander mounted		- 2 9 - 3 9	
1524	1546 -1539	The same unmounted King's flowers in flat tints, six sheets, unmounted	17½ in. by 13½ in.	- 2 9 1 1 -	
	6-597	Robinson's collection of examples of coloured orna- ment of various styles to serve as first exercises in	12 in. by 10 in.	- 13 6	
58	86-597	flat tinting, 12 plates, mounted. The same unmounted		- 8 -	
61	1649 18-618a	Group of camellias after Robinson Two plates of elementary design		- 12 -	
1727	7-1728	Two plates of ornament from Persian MSS		- 5 -	
1/25	9-1731 1732	Three plates of Indian arms - A design for an Axminster carpet, painted in colours,		- 3 - 2 6	
201:	3-2018	printed by V. Brookes Coloured landscapes by Pyne and Simpson, printed by Vincent Brookes.	60 mm mm	2 5 -	
		CLASS VI.—Solid Models.			
	317 318	A box of models for parochial schools A stand with a universal joint, to show the solid	w w w	1 2 -	
3	19-328	models, &c. One wire quadrangle, with a circle and cross within it, and one straight wire; one solid cube, one skeleton wire cube, one sphere, one cone, one cylinder, one hexagonal prism.		2 2 -	
1).53,	x x 3	1	1	1

Rotation No.	DESCRIPTION OF ARTICLE.	Size, &c.		Retail Price.	Articles selec
	Class VI.—Solid Models—continued.			£. s. d.	£. s.
1612	Skeleton cube in wood			- 3 6	
000-2006	Mr. Binn's models for illustrating the elementary	46. 40	-	1 10 -	
	principles of orthographic projection, as applied				
	to mechanical drawing, in box.				
	Mr. Binn's models for illustrating the principles of				
	Mr. Binn's models for inustrating the principles of the penetration of solids:—				
2007	The penetration of a cylinder by a cylinder -		-] - 9 -	
2008	Ditto cylinder by a cone		-	the set of	
2009	Ditto cone by a cylinder -	•		four.	
2010	Ditto cone by a cone				
0104	Rowney's perspective models, by Paraire (the set,		San .	2 12 6	
2104	including book.)				
	CLASS VII.—MISCELLANEOUS SOLID FORMS:				
003	Three objects of form in pottery (Minton's):-			- 4 9	1
332 333	Indian jar		-	- 3 6	
334	Bottle	· ·	*	- 4 9	
994				- 8 -	
335-338] 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2			- 8 -	
and 1541	Five selected vases in majolica ware (Minton's)			1 - 8 -	
				- 8 -	
	Three selected vases in earthenware:			[- 4 B	
341-343	(Wedgwood's)		-	- 4 6	1
011-010				- 5 9	
	Three large shells, such as—			_ 0 0	
350	Crown melon		-	- 3 6	
351	Bull-mouth Helmet Green snail		-	- 1 3	
352					
	Three other selected shells, such as—				
353	Haliotis virginia		-	- I -	
354	Zebra snail	-	-	8	
355	Lightning voluta			8	
	Three selected stuffed birds, as examples of colour,				
	such as—				
356	Crimson tanager			- 6 6	
357	Orange oriole			- 6	
358	Paradise finch				
617	Human skeleton, with stand, curtain rods, and			11 11 -	-
011	curtain.				
	CLASS VIII.—Books, &c.:				
950	Robinson's Manual for teaching Elementary Draw-		- 10	:	8
359	102.				
99	Burchett's Practical Geometry	-	ú.	- 5	-
₽ 100	Burchett's Perspective		-	- 7	5
360	Burchett's Definitions of Geometry Inventory of the Articles of Ornamental Art in the	~ ~		1	5
361	Museum at South Kensington.				
362	Directory		100	- 1	jado .
2022	De la Rue's Elementary Drawing, oblong, sewed -		-	- 1	4
2023	Davidson's Elementary Drawing, 8vo. cloth		-	- 3	0
364	Redgrave's Report on "Design" of Articles in the Great Exhibition of 1851.	-	-	- 2	8
0.0"	1 To a f Dain ain les in teaching				6
365	Design.				
366	Principles of Decorative Art		10	- 1	-
367-371			-	1	.0
	Art.			70.70	
372	Gruner's Specimens of Ornamental Art			12 12	2
373	To the Deale	1		1	8
316	T 11 1 C L L C V A V A A A A A A A		-	- 1	-
	Limitaley 8 Dy Limitaly Or 1 egettion		98	1	6
91	Robinson's Lectures on the Museum	1		-	
91 92 127	1 1 0 1 1 60 1 -41 -41 - 3		-	- 1	- 6

Rotation No.	DESCRIPTION OF ARTICLE.				Size, &c.		Retail Price.			Articles Selected, and Amount.			
2012 2232 2233 2234	Class VIII.—Books, &c.—con Binn's Mechanical Drawing Dresser's Unity in Variety - Ditto - Botany - Dicksee's Perspective - Marshall's "Human Body" Dallas' Plane Practical Geometry	w'	ed.	100 mm	1 2 4 7 1	 in	-	_	\$. 9 10 15 5 1	d 6 - 6	£.	8.	d.

The following Materials, Examples, and Publications have not been prepared at the suggestion of the Department, but will be found useful in Schools.

1	Materials.		
1	Black canvasses strained on frame	22 in. by 17 in.	- 1 8
2	One dozen holders for chalk	6 inches	- 2 4
3	Rigg's large compasses with chalk holder for black board use.	14 inches	- 4 3
4	White chalk, gross boxes		- 1 6
6	Slip	3 feet	- 5 -
7-8	Two set squares	18 in. and 12 in	- 5 -
9	T square	2 ft. 6 in	- 5 -
10	Miller's colour box, containing 10 colours and 3 brushes.		- 1 2
12	Miller's colour box; polished box, containing 8 colours, a tube of white, and 3 brushes.	8 in. by 21 in.	- 2 8
13	Reeves' colour box; superior box, containing 8 colours, a tube of white, and 3 brushes.	$6\frac{1}{2}$ in. by $2\frac{1}{2}$ in	- 2 8
1692	Roberson's colour box, containing 10 colours, stick of Indian ink, slab, and 7 brushes (prize box).	w. w	- 13 6
1693	Newman's colour box (prize box)		- 13 6
1956	Newman's colour box, containing 3 colours, Indian		- 3 4
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ink, slab, and 3 brushes (prize box).		
1957	Reeves' colour box (prize box)		- 3 4
	Elliott's case of superior instruments, containing	6½ in. by 2 in	- 4 8
16	2 pair 6 in. compasses, with pen and pencil legs -	2 2	- 0
17	Elliott's case of superior instruments, larger box, containing 1 pair 6 in. compasses, pencil leg, bow	6 ³ / ₄ in. by 2 ³ / ₄ in	- 6 9
	pen, and scale.	·	1 -
1648	Elliott's prize case of instruments	60 an an	1 7 -
1694	Elliott's - ditto - ditto (smaller size) -		- 14 -
1676	Elliott's drawing instruments for schools Elementary series (first course) of the "Folding		- 15 -
331	Drawing Models," by Benjamin R. Green and James Fahey, consisting of 4 models; viz. 1. Cube and Lodge; 2. Cottage; 3. Steps; 4. Bridge; in box, complete.		
1556	Solomon's small case, containing compass, with pen	$3\frac{3}{4}$ in. by $1\frac{1}{4}$ in	- 3 11
1558	and pencil leg. Solomon's small case, containing bow compass, pen, with moveable pen and pencil leg.	$5\frac{3}{4}$ in. by $2\frac{3}{4}$ in	- 3 2
1555	Park's small compasses		- 1 -
1671	Houghton's stumps for chalk drawing, white paper,		- i -
	in sets of four.		
1672	Houghton's stumps for chalk drawing, blotting paper, in sets of four.		- 1 4
1673	Houghton's stumps for chalk drawing, leather, in sets of four.		- 1 8
1695	Box of three pencils, Indian rubber, and four drawing pins.		- 1 -
1954	Brookman & Langdon's box of seven pencils and Indian rubber.		- 2 -
96-1699	Drawing board, imperial size, T square, two set squares, and 1 doz. drawing pins (prize set)	m 99 m	- 19 -
1700	Drawing board, 12 by 16		- 2 -
1955	T square for same		- 1 4
2011	Case of implements and materials for chalk drawing		- 14 -
2019	Stephens' papier maché drawing book	tel on m	9
2020	Chalk pencils for ditto, per dozen		- 1 -
2021	Boxes of chalk for ditto		- 1 -
329-330	Drawing models for beginners, with a Treatise on		1 16 -
	drawing.		

Rotation No.	Description of Article.	Size, &c.	Retail Price.	Articles Selected and Amount,
	Examples.		£. s. d.	£. s. d.
1554	The bones indicated within the outline of the Discobolus of Naucides.		- 5 - 3 12 -	a.
735-740 1559-1608	Bougerie's anatomical subjects, six plates Ornamental coloured designs, in 10 parts. (Myers & Co.)	at per part	- 1 6	
1709	Davidson's Painted Models in wood, in a box, viz.:		0.10	
	Common ladder, garden gate, field gate, church, cottage, step ladder, bridge, garden roller, door and steps. These are models constructed in the same manner and painted the same colours as the real objects.		2 13 6	
	Publications.			
374	Diagrams and Instructions to be used in teaching	Elementary Linear	- 1 3	
375-377в	at 6 d. each.		6 - 5 6	
378	Linear Drawing Copies for the earliest instruction, of 200 subjects, on 24 sheets, mounted on thick p folio.	easteboard, in a port-		
379 380	Easy Drawing Copies for Beginners Drawing for Young Children		- 6 6 - 3 6	
380	Rudimentary Art: Instructions for Artizans and other	ers, and for Schools;	- 3 -	
	prepared at the request of the Society of Arts, Commerce; outline from outline, or from the sculptor. Part 1.	s, Manufactures, and		
3814	Ditto Part 2		- 4 -	
382 383 384	Directions for introducing Elementary Drawing in Workmen; published at the request of the Society	of Arts.		
384	reuil.		- 1 -	
385 386 387 388	Grant's ditto ditto Cassel's edition of Euclid, stitched	- cloth	- 1 6 - 1 - - 1 6	
388 390 392	Minifie's Text Book of Geometrical Drawing Dean of Hereford. "Hints on an Improved and S	Self-paying System of	- 16 - 8	
393	National Education." Dean of Hereford on "Schools and other similar Industrious Classes."		4	
615 616 1548- 5 0	Gruner's Fresco Decorations of Italy Lindley's School Botany		5 5 - - 5 6 - 15 -	3
1787	Owen Jones' Grammar of Ornament		12 12 -	
1610 1611	Lessons on Art. by J. D. Harding - Guide and Companion to the Lessons on Art, by J.	D. Harding .	- 13 - - 12 6 - 2 -	
1632 1717 1718	Pease's Geometry Fau's Anatomy, translated by Knox, 28 plates, plain Ditto ditto colo	oured -	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
1657	Lund's Geometry and Mensuration. Part 1: Geor	metry as a Science	2	_
1658 1659	Manual of Gothic Stone Carving		1 6	6
1660 1999 1682	2 Joseph Bonomi's Proportions of the Human Figur	16	1 -	6
1675 2106 1678	Examples of Ornament in every style - Science and Art Almanac (sheet) - Butler Williams's Manual for Teaching Model		:	3 -
1679	Forms. Butler Williams's Instructions in Drawing from Mo	iodels	- 3	3 _
1723 2119	Wornum's Analysis of Ornament		- 8 - 1 1	1

(C:)

No. 30. January 1859.

App. No. 12.

Demand No.

Science and Art Department of the Committee of Council on Education.

CONDITIONS under which CASTS may be obtained by National and other Public Schools, Mechanics' Institutions, &c.

1. The Lords of the Committee of Privy Council on Education having had under their consideration several applications from the managers and masters of national and other public schools, for grants to be made to them of drawing copies and examples used in teaching elementary drawing, think it necessary to adopt some general principle which shall regulate the decisions of the Board in reference to such applications.

Their Lordships have already fully recognised the great importance of elementary drawing to all classes of the community, in all relations of life, and have expressed their opinion that the first step to be taken to elevate public taste in the appreciation of correctness of form, is to cause drawing to become a part of national education. Their Lordships are therefore desirous of assisting, as far as possible, in promoting the distribution of examples as a means of accomplishing this object; but as the indiscriminate gift of examples to all applicants might lead to abuse, it is necessary to require some guarantee that the examples will be duly appreciated, which the mere request to have them does not imply.

The principle which governs the whole proceedings of this department, in all its branches, is to afford partial aid; and to encourage, but not supersede, public exertions in promoting education in Art. Thus the means of study in the Museum of Ornamental Manufactures are afforded, lectures are given, and students are enabled to obtain the best instruction in all the schools by payment of moderate fees in aid of the expenses; and their Lordships consider that the same principle should be observed in the distribution of examples. They have therefore resolved that this department shall have the power to assist schools in purchasing copies, models, and examples for teaching drawing at a reduction on the net cost.

A list of the drawing copies, models, and materials recommended by this department may be obtained of the Secretary, Science and Art Department, South Kensington, London, W. It should be distinctly understood that the aid of this department in purchasing these articles at a reduced price can be granted only to public schools and institutions; but Private Schools will be supplied at a reduction of 15 per cent. from the prices on the list, if recommended by the department.

2. Payments, including charge for packing, must be made in advance to the agent, on receipt of the invoice. The goods to be sent at the risk of the purchaser.

Name of agent appointed for the supply of the casts in the following list.—London: D. Brucciani, 5, Little Russell-street, Covent Garden, W. C.

The following Requisition for Aid in purchasing Casts, &c., after being filled up as required, is to be transmitted to "The Secretary, Science and Art Department, South Kensington, London, W." . (Postage to be pre-paid.) 1. REQUISITION FOR AID IN PURCHASING CASTS. No. 1. Application to be filled in by the re-quisitionist, with full School or Institution. (a) For the use of In the City or Town of (a) particulars. (a) Erase the words that do not apply. In the County of Female. Male. Scholars or PAYING each at the rate of £. per annum. Having Scholars or Members FREE. and TOTAL. I request the aid of the Committee of Council in obtaining from M N. B.—It is to be clearly understood that the department has a lien on the casts, &c. furnished to public inagent, the casts marked in the accompanying list, and I undertake that the same shall be kept and used in the above-mentioned [(a) School or Institution] for which they have been The address to which the parcel is to be sent is as follows:stitutions, to the amount of the public aid given in supplying them; in supplying them; they cannot therefore be sold. To be forwarded to Signature of Requisitionist. Dated this _ day of _, agent, this ____ day of ____ 185 . 2. Requisition sent to M___ No. 2 to be filled in by and authority given for the supply of casts to the extent of - £. the department. Deduct 15 per cent. allowed by agent Net Sum - - - £. will be paid by this department, and £. , together with the cost of packing, by the school or institution, previous to the goods being supplied Assistant Secretary. 3. Invoice of Casts sent to Requisitionist, as under, this ____ day of _ 185 No. 3 to be filled in by Casts (retail price) agent, on transmission of the invoice. Deduct, as above-Allowance by agent Aid by department £. Add for packing Total to be paid by Requisitionist - - £. received from schools this ____ day of _____ 185 . Nos. 4 and 5 to be filled 4. Amount £. Agent. in by agent. 5. Casts forwarded as directed above, together with Requisition, this ____day of ___ 185 . Agent. 6. Casts as per invoice received, and *Requisition returned to agent, this _____ day of No. 6 to be filled in by 185 . Requisitionist. requisitionist.

• It is requested that this paper may be returned to the agent in an entire state after the casts have been received.

Casts of Ornament and the Figure, Recommended for the Use of a Parochial School.

		Retai	1 P	rice.	Artic and	les Se	elected unts.
Ornament - No. 347. Section of frieze from the Erectheium, Athens. 348. Small acanthus scroll - 344. Rosette from the Capitol, Rome 345. Another ditto - 346. Rosette from the cloisters of Sta. Maria del Popolo, Rome. 349. Pomegranate portion of the frieze of the Ghiberti gates, Florence, 1424-52. The Figure 1617. Bust of Diana robing - 458. Bust of the young Augustus -	•	£ 2	\$. 6 6 4 4 3 6 10 6	d 6 6	4	3. 8.	đ.

CASTS OF ORNAMENT AND THE FIGURE, Recommended for a District Elementary School.

		Recommended for a District Elementary	School.	
		Including those for a parochial school -	2 6 6	
	495.	Stele top from the British Mu- seum.	- 4 -	
	474.	Florentine panel, with swan	1 5 -	
	1631.	Nest of scroll of pilaster, from Villa Medici.	- 15	
	471.	Large scroll, from Trajan Fo-	4	
	490.	rum. Small acanthus leaf, temple of Jupiter Stator.	- 6 -	
	494л.	Small rosette, from the tomb of the Scipios.	- 1 6	
	494B.	Anothen	- 1 6	
		Pilaster from tomb of Louis	- 5 -	
	1543E.	Another ,, ,, -	- 5 -	
		Another ,,	- 5 -	
Ornament -		Another ,, ,,	- 5 -	
V	483,	Egg-plant and pomegranate,	- 15 -	
		Ghiberti Gates. Renaissance.		
	475.	Pilaster, from Florence (cin- quecento), formerly called from "St ² . Maria del Po-	1 1 ,-	
		polo.		
	489.	Acanthus leaf, from St. Eu- stache, Paris.	- 4 -	
	478.	Pilaster from the Madeleine, Paris (from the bronze of Modern	- 12 -	
	450	Triquetti, c. 1840.) Renaissance.	- 8 -	
	4784.	Finial, from Lincoln -	- 3 6	
	487.	Carital from Tample Church	- 7 -	
	488.	Capital, from Stone Church, Gothic.	- 7 6	
	1640.	Kent.		
	450	Anatomical figure, by Houdon	5 10 -	
	452.	Discobolus of Naucydes, Naples	5	
	1554. 455.	Torso of Venus, British Museum -	- 8 -	
	459.	Bronze Hercules	- 10 -	
	457.	Bust of Diomede ,,	- 10 -	
	463.	TO . P. C. L	- 10 -	
	498.	Dancing girl, with wreath	- 14 -	
The Figure		Portion of Panathenaic frieze, from the Par-	- 18 -	
	1010	thenon. Hand, with scroll (antique)	- 2 -	
		· mith stiple · · · · · · ·	1 6	
	464 D.	C -1- Gram material - = = =	- 1 -	
	464E.		- 1 -	
	464F.	Foot of the Laocoon (right)	- 1 6	
		of the Venue de Medici (right and leit)	- 2 -	
	4641.	,, of the venus de medici ("Santana")		

Casts of Ornament and the Figure-continued.

	Retail Price.	Articles selected, and Amounts.
No. 464K. ,, from the antique (male) 464L. ,, anatomical 462. Mask, child of Niobe 462A. Another ,,	£. s. d. - 1 6 - 1 6 - 3 - - 3 -	£. s. d.
£.	28 15 6	

Contection of	F CASTS OF ORD	NAMENT AND	THE F	GUR
Comment	For a Central So			
Including the	two former collect		28 15	6
492A. Enriched m	oulding (Echinus,) Erectheium).	- 4	- 5	-
1634. Lysicrates s 4954. Stele top,	croll (Athens) - from British Mu-	Greek.	- 4 - 4	_
seum. 472. Large frieze	, Trajan forum -		4 -	-
1630. Nest of the	Florentine scroll,		- 10	G
473. Pilaster, fr	om the Villa Me-	D	3 10	-
1540. Centre rose	ette, from Trajan	Roman.	- 7	6
491. A griffin		- / -	- 5	-
492c. Leaf mould Uitor.	ing, temple of Mars		- 5	
D . 1	rchitrave, from St.		- 10	
1635. Panel, from	aris. Bonn	Byzantine.	- 4 - 12	_
1637. Iron scroll Dame, 1	work, hinge, Notre Paris.			
1638. Another po	ortion		- 7	
1643. An Alham	bra panel	Saracenic.	- 3 - 3	6
1644. Another	, ,, C C4 C40		- 3	_
and and and	boss, from St. Ste- Westminster.			
Ornament - pnens, Spandrel,	from Stone Church,	Cathia	1 -	-
Kent.				!
1641. Small cary	ed panel, tracery -		- 3 - 3	6
1642. Another			- 15	
ihe Gl	of the architrave of liberti Gates, with			1
eagle.	with squirrel -		- 15	-
476c. Pilaster f	rom Louis XII.	S	-, 5	-
476p. Another	.19 "		- 5	-
496. Diamond	rosette, Brescia	- Renaissance.	- 3 1 10	anda stena
tomb, I	om the Martineng Brescia, with cinque	m 1	1 10	
1646. Panel, fro	rabesque and figures om Chateau D'Ane	t,	- 4	arm
1647. Pilaster,	artouche, from Notre Dame VV	e,	- 10	-
	of pilaster from th		- 2	-
478B. Another		Modern Renaissance	- 8	
478c, Another		- Renaissance	- 3	
478D. Another		J. Mariatura (4)	5 -	-
453. Discobol	us of Myron, Briti	ish aruseum	5 -	
1614. Fighting 1613. Venus de	gladiator, Louvre Medici, Florence	973/14	4 -	
1815. Bust of	Apollo		- 13	· -
1616.	Venus of Milo, Lor	nvre	- 18	
The Figure 461. Mask of	Moses, by Michae	l Angelo.	11	5 -
484. Foot of	Farnese Hercules	of animals -		1
470ABC. Inree	anatomical figures of Panathenaic friez	ze, from the Par-	- 18	
thenor	1.			
1624. Panel, f	rom Ghiberti Gates	9	2	2 -

Collection of Casts of Ornament and the Figure-continued.

App. No. 12-

			Retail Price.	Articles selected, and Amounts.		
The Figure	No. 464B. Hand of St. Peter 463. Mask of a child (nature) 403A. Another 465. Horse's leg, from nature 465A. Another 467. Head of a lion, from nature 468. 1 lioness 469. 2 goat 466. Greyhound's leg, from nature 466A. Another		£. s. d. - 2 6 - 2 6 - 2 6 - 4 6 - 10 - - 7 - - 3 6 - 2 6 - 2 6			
		£.	68 19 6			

ADDITIONAL CASTS,

Not included in the above Lists, but useful for Instruction.

1100 moraded in the above Dist	103 10 00 00 00 00 00 00 00 00 00 00 00 00
(492D. Enriched moulding, from the	1 Fam. 51 1 5 5 5 1
upper cornice of pedestal	
of Trajan's Pillar.	Roman.
493. A rosette, from the Capitol	127 14 14 14
494. , , , antique	() To mile (m or to)
486. A moulding boss, from St. Ste.	}Gothic. - 4 -
phen's, Westminster -	Z · · · · · · · · · · · · · · · · · · ·
484A. Piece of architrave of Ghiberti	Talignation and the state of th
Gates (the pomegranate por-	
tion).	
Ornament - 484B. Ditto - the egg plant portion	
484c. Ditto - the bird portion	the state of the s
475A. Lower portion of Florentine	Plant In J. o To the Tall
pilaster.	Renaissance.
475B. Middle ,, ,,	- September 500
475c. Upper ,, ,,	There is a second of the second
1625. Panel, with cinquecento ara	1 10 -
besque, from the Martinen	-
go tomb at Brescia.	1 1 11 11 12 11 2
477. Pilaster, from the Madeleine	e - 12 -
Gates.	
454. Statue of dancing fawn, from	n Florence 3 10 -
The Figure 460. Statuette of Apollo, British	Museum 12 -
) 15 J 5 NU - 17 5 -
	- 5 -
1620. A dog	3 .6
	- From 15 pa 17 1 1 1 5 -
The Figure, 1622. A lion	3/- 3 6
&c. \ 1623. A goat	- 0 -
1626. An anatomical arm -	3 6
	3 7-5 de 7, de 27 de 1 3 6
1628. Cast of leg, from nature	5 -
1629. , an arm, from nature	- 4 -
(1028. 9) . all alling from the	

No. CASTS OF FRUIT, &c., FROM NATURE.

	_ _ 0 -
2111. A group of blackberries	7 4 4111 7 6
2112. apples Tranorte	Tralig to Lorenz at 1
2113. ", (different)	S 7 Winderdine.
2114 pears -	- TeoTio 4. 2
2115. " plums - gougestage	் பர்வர்.
Olice wine and loof	fortion A. a.
2116. "vine and leaves (large) A dating Tuon	the to entodisciti
77	
2118. A bunch of grapes a	roughpund String Tall
2121. Cast of shaddock, from nature	B Venue de Hechet,
2122. " orange " "	olica lo sad 6
2123. ", ", ", " - " - " - " - " - " - " - "	
2124. melon . melon . ot the it toulout /	Consect to Fredi a
2125. " pomegranate "	Transit Tang Tang
	I
77 10 171 49 99 1 1 27	
2127. " " " " " " " " " " " " " " " " " " "	. Tagg: 10 L
2128. ", bottle gourd	. 2: 276
vice. " Donne Bourd	

Casts of Fruit, &c., from Nature-continued.

		Retail Pri	Articles selected and Amounts.
37		£. s. (l. £. s. d.
No.	Cost		
		apple, note mount	3
2130.	27	" "	3
2132.	97	77 77	_
2133.	97	pear ,, (different) 1	ned .
2134.	97	mino a mi	_
	23	citron "	
2135.	22		_
2161.	22 .	garate gourd	6
2162.	97	a group of practic	6
2163.	27	Temon, from harare	<u>-</u>
2164.	32	Tota gould	6
2165.	27	a my, nom nature	_
2166.	97	Junetal left of 140 th Zioutuna	
2167.	99	vine branch, from medic	-
2168.	99	dock leaf	-
2169.	23	40CA 33	_
2170.	23	Dear date four yy	6
2171.	22	better of a bland, it can	6
2172.	29	33 33 37 77	6
2176.	27	a hand, from nature (with compass) 2	6
2177.	22	hand resting, from nature 1	6
2178.	22	drawing " 2	-
2179.		open hand " 1	6
2180.		(male) 2	-
2181.		", (male) 2	-
2182.		a group of female hands, from nature 3	
2183.		,, ,, ,, 7	6
2184.	//	female hand, from nature, on cushion 2	-
2185.	,,	female hand, from nature 1	6
2186.	10	,, with bracelet 1	6
2187.	-,	male hand, from nature 1	6
2188.			6
2189.	-	throwing - 1	6
2190.	//	on stone from nature	6
	~,	with stick	6
2191.	""	1 1 1 1 1 1 1 1 1	6
2192.	.,	hand with scroll, on stand, from nature 3	6
2193.	""	1 1112 Land from noting	_
2194.		7	
2195.		" " " · · · · · · · · · · · · · · · · ·	
2196-			
2197.		S among of four hands from nature	
2198.	00		_
2199.	,,,		6
2200.	47	,, large ears 2	6
2201.	22	,, small ,, 1	
2202	77	an anatomical foot 2	6
2203.		mask of Juno 3	6
2204	07	,, Madonna, by Michael Angelo 3	6
2205		nose and mouth of Æsculapius 1	-
2206		" Caracalla 1	-
2207		,, Adonis 1	-
2208		Antinous	9
2209	//	venus d'Arles	9
2210		Lucius Verus	9
2211	20	", Hadrian 1	-
2212		,, Juno	9
2212		eye and nose of Laocoon	9
2214	**		9
2214	"	Bacchante	9
	.,	" - 1	-
2216	""	Inniter - T	_
2217		", Jupiter " - 1	_
2218	0 -	" Hadrian 1	
2219		77	6
2220		1 USCULE -	
2221	-,	a piece of foringe, canon time	6
2222		, , , , , , , , , , , , , , , , , , , ,	6
2223		Byzantine capital 2	6
2224		a portion of scroll, from Trajan Forum 7	6
		a shell 1	6
2236	- /	" 1	6
2236 2237	0 99		
2237	20		-
	- 59		_

(D.)

(Under consideration.)

January 1857. No. 234.

App. No. 12.

Department of Science and Art, Cromwell Gardens, South Kensington.

(This Prospectus is forwarded for the purpose of eliciting from those who are interested in the progress of the Schools of Art, suggestions on certain points of detail which should be written on the right hand side of the paper).

CIRCULATION OF BOOKS, PRINTS, &c., TO LOCAL SCHOOLS OF ART.

SUGGESTIONS.

- I. The circulation of articles from the Central Museum of Ornamental Art among the local schools having proved quite satisfactory, regulations are about to be adopted by which it is proposed to extend the same principle to the collections of the Central Library, and by this means to give to the Schools of Art of the United Kingdom the privilege of sharing in the use of the books of reference, prints, and drawings which have been procured by the department.
- II. It must be obvious that it would be unnecessary to circulate works which are of a low value and easily procured, and also that an unlimited time for returning works would be inconvenient. It is therefore intended that no works shall be borrowed which are below the value of [five?] pounds, and that none shall be kept beyond [four?] weeks.
- III. Before settling what the minimum sum or duration of time should be, committees of schools are requested to state their wishes, and send their suggestions to the department.
- IV. Every school taking [two or three] local medals in the current year will be entitled to borrow certain works, and in proportion to the number of medals which each school takes in, the national competition will be extended the privilege of borrowing.
- V. In borrowing works, local committees must guarantee their security from damage, and their safe return. The charges for carriage to the local school must be paid by the committee; but the department will pay the cost of carriage back.
- VI. The suggestions should be forwarded to "The Secretary, Department of Science and Art, South Kensington, London (S. W.)," on or before the 1st March.

(signed) Lyon Playfair.

South Kensington, 13 January 1857.

Name of person forwarding the suggestions

Address

(E.)

NUMBER of Objects borrowed from the ART MUSEUM by the SCHOOLS of ART, not including the Travellin Collection or the Drawings lent to be Copied, a List of which is attached.

		YEARS.								
Schools.	Nature of Collection.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	To
Sheffield	Bronzes, pottery, knives, knockers, &c.	90	250	93	116	59	322	25	19	
Paisley	Textiles, engravings of ornament	_	24	-	-	GATE	81	-	-	
Stoke-upon-Trent	. Majolica, Sevres, engravings	-	22	9		30	1		trop	
	- Gun furniture		25	-	-	-	-	***	100	
Glasgow	- Illuminations	-	13	-	-	-	-		-	
Worcester -	Enamel, plaqu	-	3	12	-		-		~	
	Majolica, bronzes, furniture	, -	-	55	-		302	-	-	
	Illuminations	-		12	-	-	-	-	-	
Lancaster	- Illuminations -	-	-	12	-		-	-	0.000	-
Bolton	- Majolica, enamels			1	34			***	110	
Nottingham -	- Lace, lacquered work -	-	-	. 68	-	-	28	-	eres.	
Newcastle-on-Tyne	- Glass, majolica	-	-	-	8	-	-			
Leeds	- Bronzes, majolica	-	-	-	48	-	-	-	-	1
Newcastle-under-Lyn	Plate, bronzes, textiles -	-	-	-	8	-	-	-		
Coulbrookdale -	- Original drawings	-	-		38	-	133	-	_	
St. Martin's -	- Jewelry, bronzes, pottery -	-	-	-	136	-	-	97	55	
Macclesfield -	- Majolica, bronzes, textiles -	-	-	-	44	-	bub	27.		
Dundee	- Illuminations	-	wa	-	6	. –	-	29	-	
York	- Original drawings	-		-	-	30		-		1
Wenlock	- Original drawings	-	-	-	-	30	-	-	-	
Cambridge -	- Illuminations	-	-	-	-	34	-	-	-	
Hanley	- Pottery, bronzes, arabesques	-	-	,6	-	7	2	-	2	
Darlington -	- Majolica, bronzes		-	-		62	-	-	-	
Lambeth	- Pottery, drawings, bronzes	-	-	0	-	36	93	45		
Bridgnorth -	- Pottery, bronzes -	-	-	-		-	62	-:	*100	
Broomsgrove -	- Photographs	-	-	-	-	-	40	-	2000	
Norwich	- Original drawings -	. -	-	-	-	-	49	-	-	
Edinburgh -	- Majolica, furniture, plate	-	_	_		-	575		,==	
Liverpool, S. D.		_	-	_	-		62	-		
Hull	- Photographs of sculpture - Bronzes, drawings, jades		_	_	-	-	14	136	-	
Huddersfield -	- Original drawings		_	_	-		-	74	-	
Romsey	- Pottery, metal, glass -		_	-	-	Agents	_	300		
Devonport -	- Original drawings -		-	_	-	_	-	100	-	
Plymouth	- Original drawings -		_	-	_	_	-	100	-	
Manchester -	- Frames of textiles, plate		_	-	-	enet.		13	43	
Marylebone -	Jewelry, pottery, bronzes		-	_		-	-	-	123	
mai vienolic "	Jonathy, postery, bronzes								350	

Remarks.—Some of these objects were the most valuable in the Museum; as, for instance, three objects in Edinburgh and Sheffield, cost upwards of 4,000 l.

(F.)

ANALYSIS of Expenditure on Account of Examples, 1863-64.

		£	s.	d.
1.	Objects purchased for National Art Museum	11,473	18	9
1	The objects of Art consisted of the following kinds:-			
	Sculpture: Marble, 6; ivory, 8; terra-cotta, &c., 8; bronze, 2; wood, 16; stone, 5;			
	picture frames, 2; total, 47. Mosaics and Marquetrie 5. Pointing freese 1.			
	Lacquered ware, 2. Enamels, 36. Pottery: Majolica, 102: Palissy, 1: Henry II			
	ware, I; earthenware, 3; tiles, 209; porcelain, 14; total 330 Glass 35 Motal			
	work: Bronzes, 10; brasses, 2; Damascene work, 3; gilt metal, 7; iron, various, 10.		,	
п	knives, 5; niello, 1; pewter, 1; silver, 22; steel, 3; total, 73. Goldsmith's work:			
	Watches, jewellery, ancient and mediæval, crystals, &c. coffers; total, 186. Leatherwork, 2. Textile fabrics, 306. Book-bindings, 11. Pictures: two oil, and 17 water			
	colours. Drawings, 193. Casts and repairs of casts, 8.			
١.				
2.	Photographs, chiefly of objects of Art, lent to the Museum, purchased as school prizes to accom-			
ı	pany National medallions, and also for sale to schools -	317	14	3
3.	Restoration and Materials: one permanent artist, and other occasional artists, restoring, mounting, framing, packing, &c.	1.000	2	7
,	Wages for labour in the receipt, issue, and storing of examples of all kinds for science and	1,226	3	1
3,	Art, prizes and loans to schools; packing, book-keeping, arranging. The number of objects			
н	subjected to various processes has exceeded 31,000	1,756	11	1
5.	Hire of objects of Art on approval before purchase	143		3
ß.	Objects purchased as prizes to accompany National medallions for Art schools	163		6
7.	Grant of 40 per cent. on purchase of examples for Science and Art	254	17	2
8.	Carriage of objects at home and abroad, customs, agents' charges. About 5,500 packages issued and received	100	1 5	0
0.	Packing cases, &c	426		9
	Travelling museum, charges, carriage in the localities, &c	127		3
11.	Models for the use of the National Art Training School	194	_	
п				
	£.	16,145	19	9
п		1		
П				
н	77	d.		
П		_		
	Sundry extra receipts 148 1	,		
П	£. 16,148 1	5 -		
П				

Notes.—Purchases under head, No. 1, must be considered as a remunerative investment, increasing in actual value.

Amounts entered under heads 2 to 11 are chiefly outlays on behalf of schools of Science and Art.

A. L. Simkins, Accountant.

STATEMENT of the kinds of Objects, and their Value, sent from the National Art Museum to the Local Schools of Art during 1863-64:—

						£.	s.	d.
Metal work	(estimated val	lue) -	-		-	3,186	_	-
Precious materials, agate, &c.	- ditto		-	-	-	2,056	_	_
Porcelain and pottery	- ditto		-	-	-	1,748		_
Enamels	- ditto		-	-	-	917	-	_
Goldsmith's work, jewellery	- ditto			-	-	1,450	_	-
Textiles	- ditto				-	170	-	-
Ivory carvings	- ditto		-	-	-	200	-	-
Bookbindings	- ditto		•	-	-	50	-	-
	TOTAL '	Value of Ob	jects		£.	9,777	-	-
957 Paintings in oil and water drawings, illuminations, pho				orig	inal	2,249	_	-
		То	TAL .		£.	12,026	_	_

Note.—This enumeration does not include the travelling museum, the electrotype prizes issued by the stores, nor the paintings in oil and water-colours lent to the local schools to be copied. The value might be estimated at not less 12,000 l.

(G.)

TABLE showing the Number of Persons receiving Instruction in Drawing, through the Agency of the Schools of Art in 1863, compared with that of previous Years.

							-	1	The state of the s
	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.
Public and other schools Provincial Schools of Art Metropolitan district schools	18,988 8,274	22,746 10,204	30,802 10,238	65,465 10,784	67,490 13,787	72,267 11,121	76,303 11,569	71,423	79,845 12,497
(including St. Martin's, Long Acre, female school, 43, Queen-square, and Mary- lebone, Lambeth, Prince's-									
road, Finsbury, and St. Thomas', Charterhouse, and Westminster)	610	602	• 778	1,147	1,309	1,580	1,791	2,342	2,522
Students in training for mas- ters at South Kensington -	79	106	71	62	64	68	50	59	52
Schoolmasters and pupil teachers in the provinces	1,547	1,425	1,323	2,012	2,822	2,495	2,123	2,044	1,461
Towals	29,498	35,083	43,212	79,470	84,972	89,481	91,886	87,389	96,877

TABLE showing the Amount of Fees paid during the Year ending the 31st December 1863, by the various Classes of Persons under Instruction in Drawing at the Metropolitan and Provincial Schools of Art.

		FEES PAID.											
SCHOOL.	Ву	Ву	By Teachers	Schools of Ar	t.	TOTALS.							
	Public Schools.	Private Schools.	and Pupil Teachers.		Evening tudents.								
9	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.							
			6 18 9	14	87 5 1	311 3 10							
Aberdeen	33	170	2	A 18	22	101 10 -							
Andover and Basingstoke -	30		1 2 -		1								
	1	60 3 -	2 16 • 6	54 4 -	22 17 6	150 l -							
Bath	10	00 5 -	2 5 -	101 16 6	95 19 6	210 1 -							
Birkenhead	10		12 10		31 4 -	694 8 -							
Birmingham	88 15 -		8 16 -	01 10	21 4 -	119 8 -							
Bolton	25	34 2 6	6 18 9	103 18 6	27 4 9	. 197 4 6 52 12 6							
Doston	5		-	38 5 -	9 7 6	52 12 6 84 15 8							
Dridghorth -			1 8 -	35 18 9	47 8 6	346 12							
Dillia water -	35	186	2 17 6	80 13 -	42 1 6	462 10 2							
Drighton	10	126	4 4 10	100	31 17 4	74 11 3							
Bristol -	5	-	- 13 9	58 17 6	10	112 5 6							
Bromsgrove	15	10 10 -	5 11 6	55 8 -	25 16 -	112							
Durmey	No return.	In abeyance		-									
Burslem					36 1 -	375 14 6							
Cambridge	25	81 14 -	1 5 -	231 14 6	-	112 6							
Cambridge	10	70	- 17 -	7 13 -	23 16 - 1 13 2 6	130 13 9							
Carmarthen and Swansea -	78	9 16 3	- 5 9	29 9 3	10 2 0								
Carnarvon, with branches at				17 12 -	22 17 -	184 15 -							
Bangor and Portmadoc -	45	78 5 -		11 10	28 13 -	239 7 6							
Cheltenham		110	- 17 6	99 17 -	20 10								
Chester, branches at Crewe				34 5 -	54 12 6	226 16 6							
and Wrexham	105 -	- 29 9 -	3 10 -	49 11 -	27 5 -	167 1							
Cirencester -	25 -	- 60	- 5 5 -	20 16 -	9 10 6	80 6 6							
Clonmel				20 10									
Coalbrookdale, branches, at			1 10 -	22 2 3	21 6 -	79 18 3							
Madeley and Broseley	35 -		1 10 -	107 5 -	60	003 16							
Cork -		3	- 10 -	28 7 6	28 12 -	122 4 6							
Coventry	- 65 5			20		10 -							
•			2 10 -	42 5 6	42 14 6	182 10							
Darlington -	- 20 -	- 75 -	8	54	65 8 2	162 8							
Devenport and Plymouth	- 17 -	- 18 -		190 4 -	86 11 9	320 15 9							
Dublin	- 41 -												

TABLE showing the Amount of Fees paid during the Year, &c .- continued.

			FEES	PAID	
S C H O O L	Ву	By	By Teachers	Schools of Art.	
	Public Schools.	Private Schools.	and Pupil Teachers.	By Morning Students. By Evening Students.	TOTALS.
	£. s. d.	£. s. d.	£. s. d.	£. s. d. £. s. d.	£. s. d.
oudley andee and an andee and an andee	37	40	- 2 6 3 1 - - 5 -	50 - 6 28 6 7 390 9 6 60 12 - 91 11 6 23 - 6	98 9 7 491 2 6 154 17 —
dinburgh - { Male - Female	109 74		12 13 10 -	66 12 - 148 146 17 6 38 17 6	385 12 - 273 5 -
xeter	62 10 -		4	104 4 6 80 4 -	250 18 6
lasgow	58 - - 2 - -	120 25	8 4 6 - 17 6	268 4 6 186 14 - 72 17 6 28 2 6	641 3 4 - 128 17 6
reenock	No return.			- 30 - 6	43 3 6
Ialifax Ianley	10	77 15 9 20	8 17 6	24 18 6 37 16 - 23 64 2 2	159 7 9 122 2 2
addersfield	See Le 15		3 7 6	59 1 6 46 4 6	123 13 6
swich	23	50	5	108 8 9 67 18 8	254 7 5
idderminster	53	25	4 3 -	16 3 - 39 5 -	137 11 -
eds and Huddersfield -	13 10 - 50	550	3 5 - 12 5 -	137 2 - 35 4 6 68 9 8 157 19 2	189 1 6 838 13 10
merick	25 12 10 -	30 39 2 -	25 4 15 -	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	186 15 - 163 - 7
verpool, North District - verpool, South District - anelly	55 190 10	3 10 -	32 8 6 5 12 6 - 12 3	187 10 6 68 11 5 105 10 6 119 18 5 23 9 3 20 14 6	475 14 5 421 1 5 58 6 -
acclesfield anchester	26 135 5 -	87	1 6 6 26 - 6	14 13 3 22 14 6 269 12 6 124 3 6	151 14 3 555 1 6
etropolitan:—					
Bloomsbury Finsbury	1 5 -		- 10 -	339 17 - 22 8 - 53 6 - 74 1 -	362 15 - 128 12 -
Lambeth Marylebone	25		13 7 6 3 11 -	70 14 - 130 7 -	239 8 6 147 13 -
St Martin's St. Thomas	38 15 - 38 16 -	20	9 10 - 1 15 -	29 9 6 61 14 -	178 1 - 151 14 6
Westminster Hampstead				•	
Rotherhithe St. George's-in-the-East	254		4 15 -	1,197 5 - 537 11 -	1,993 11 -
South Kensington - Spitalfields					
weastle-under-Lyme -	21 38 15 -		$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	52 12 9 202 16 6
orwich .	13 12 -	-	2 10 - 2 17 7	49 5 3 54 5 3 33 12 - 64 18 5	119 12 6 143 8 -
Risley	39		2 8 -	15 12 - 35 4 -	92 4 -
Perth -	38 8	39 10 -	- 6 -	25 13 - 26 8 9 10 10 6 19 16 6	129 11 9 33 13 8
reston	14 10 -		11 15 -	105 18 6 35 13 6	167 17 -
ading	1	68	- 11 -	35 8 - 22 7 -	127 6 -

[•] In connection with the Training School.

Tables showing the Amount of Fees paid during the Year, &c.—continued.

	FEES PAID.													
S C H O O L.	Ву	Ву	By Teachers	Schools o		Total.								
	Public Schools.	Private Schools.	Pupil Teachers.	By Morning Students.	By Evening Students.	TOTAL,								
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. 8. d								
Sheffield			2 10 -	70 10 -	137 12 6	210 12 6								
Shrewsbury	15		- 5 -	29 12 -	35 10 -	80 7								
Southampton, with Romsey and Ringwood -	15	109 10 -	7 11 -	78 12 9	26 16 3	237 10								
Stirling	7	16		75	15 14 -	113 14								
Stoke-upon-Trent (Potteries)	35		- 18 9	8 6 -	42 12 6	86 17								
Stourbridge	35	15	- 15	19 19 -	92 19 -	. 163 13 .								
Stroud			- 10 -	80 17 -	18 8 -	99 15 .								
Taunton	9	170 7 6	1 11 6	131 18 6	19 15 6	332 13 .								
Truro		32 10 -	11	4 14 -	10 7 -	58 11 .								
Warminster	20	15	1 10 -	33 7 -	14 11 -	84 8								
Warrington	25	190	11 15 -	90 14 -	46	363 9								
Waterford	30	10	22 6 8	74 9 3	8 13 6	145 9								
Wenlock	See Coalbro	okdale.	_	_	_	_								
Wolverhampton		5	2	55 13 6	34 13 -	97 6								
Worcester	20	30	5	43 14 6	56 3 6	150 3								
Yarmouth, Great	5	-	- 10 9 -		20 16 -	77 12								
York	5		4	25 16 6	58 7 -	93 3								
For 1863 - £.	2,625 2 11	3,039 9 -	404 2 111	7,213 18 91	5,143 3 9½	18,425 17								
For 1862 - £.	3,145 2 5	2,682 3 4	487 6 6	6,664 19 10	5,037 18 5	18,017 10								
GRAND For 1861 - £.	3,650 12 4	2,419 15 4	503 5 8	6,396 4 5	4,933 3 6	17,903 1								
For 1860 - £.	3,406 - 8	2,391 11 -	632 14 2	6,067 2 6	4,723 18 9	17,221 6								
For 1859 - £.	3,285 1	1,626 10	730 14 8	5,555 15 7	4,168 2 6	15,366 4								

Public schools are National and other schools for the poor, for the most part assisted by Parliamentary grants.

Private schools are private enterprise schools, not assisted by Parliamentary grants.

Morning students are those who are not prevented by their occupations from attending in the daytime, and are chief female students paying high fees.

Evening students are almost wholly artizans, who pay not more than 6 d. a-week for three lessons.

(H.)

Schools of Art, Established, Changed, or Closed since 1852.

Opened.	Changings and Closings.	Opened.	Changings and Closings.
-		4	
London, Somerset House (1837). Bloomshury (1842). Birmingham (1842). York (1842). Manchester (1842). Saitalfields (1842).	1852.	Bath. Birkenhead. Carmarthen. Liverpool, N. D. Liverpool, S. D. Southampton. Truro.	55. Llanelly annexed to Swansea this year.
Not'ingham (1843). Sheffield (1843). Coventry (1844). Newcastle - on - Tyne (1844). Glasgow (1845). Leeds (1846). Norwich (1846). Hanley (1847). Stoke - upon - Trent (1847). Paisley (1848).	> Nil.	Bolton. Coalbrookdale and Wenlock. Dundee. Hampstead. Lancaster. Plymouth. Taunton.	Westminster closed in consequence of the literary institution with which it was connected having become involved in difficulties. Camden Town closed from neglect of its affairs and want of local support, and the inconvenience of its situation.
Dublin (1849). Belfast (1850). Cork (1850). Macclesfield (1851). Stourbridge (1851). Worcester (1851).		Darlington, Greenock.	Head school removed to South Kensington, Swansea closed for want of suitable accommodation.
Limerick. Waterford. Westminster. Department established. Technical Classes	5 2.	Bridgnorth. Brighton. Burnley. Cambridge. Edinburgh. Guildford. Ipswich. St. George's - in - the -	Dunfermline closed, the committee being unwilling to incur the cost of necessary repairs to the building used. Plymouth closed for want of local support.
opened at Marl- borough House.		East. Stirling.	
Aberdeen. Bristol. Burslem. Carnaryon. Chester.	5 3. Head school removed from Somerset House to Marlborough House.	Devonport. Gloucester. Halifax. Reading.	Belfast closed for want of local support. Teaching at Swansea resumed in connection with Carmarthen. Burslem closed provisionally, owing to want of suitable premises.
Dudley. Durham. Hereford. Llanelly. Merthyr Tydvil. Newcastle-under-Lyme. Penzance. Swansea.		Bridgwater. Boston. Bromsgrove. Cirencester. Llanelly (re-opened).	Tavistock closed from defective local management. Reading in abeyance, not completely fulfilling the required conditions.
Warrington. Wolverhampton.		Hull.	Reading again fulfilling required
Andover. Basingstoke, Carlisle. Cheltenham. Camden Town. Clonmel. Dunfermline. Exeter. Finsbury. Lambeth.	5 4. Llanelly and Merthyr Tydvil closed from inability to support masters.	Kidderminster. Preston Warminster. Marylebone, Westminster.	Wolverhampton in abeyance, from financial difficulty. Hereford closed, the school having declined in numbers, and the room being required for other purposes. Teaching resumed at Plymouth in connection with Devonport.
Rotherhithe. St. Martin's. St. Thomas', Charterhouse. Tavistock.	7. 7	Lincoln. Perth. Shrewsbury. Wolverhampton (reopened).	8 6 3. Sunderland closed for want of local support.

(I.)

ANALYSIS of the OCCUPATIONS of STUDENTS, among whom MEDALS were Awarded at the last Competition, April 1864. The Total Number of Drawings in Competition was 2,233.

	~ ~~ ~	a 297	T () 3	T .O F	e m	II D E	NTS			-		Number of	
OC (CUP	AT	10,2	, U.S.	51						Car Pay	rying ment.	Not carryin Payment.
Apprentice ·		-		.00	-	2 	-	_			_	2	.6
Architect -	-	•	66	~	•	-	_				_	2	
" Assistar		-	-	*	-	_	_			-		8	_
" Clerk	-			-	_	_				-	-	- 3	1
Pupil -		*	-		-		-	-		-	-	w	.9
Artist -	-		-	•									
Book-keeper	_		_		,00		-	æ		-	-	100	2
Bookseller -	_	cor.	-	.60	- 96	-	44	**	96 1	-	w	-	2
Builder -				.00	-	-	•		-	-		6	_
J. 12.200 C. 1										1		~	
Cabinet-maker		-	cor		-	*	100	*	-	-		. 5	_
Carver -		co.	~	~	œ	. **	-	•	-	-		9	
" and Gilde	er	•	-	-1000	/60		00	w '	_	-		1 2	
Chaser -		-	-	-99			-	-	_	~			
DISTING TIMES	-	w	-				-	-		-		1	
" painter	-		100	-	-		~					1	8
Clerk -	-	-	-	44	*	-	_		_	- 1	-	1	_
99 OT HOTTED	ab .	-		-	•	, =	_					i	_
Coachbuilder		-	-	*	7	-	-			-		. 2	1 —
Coach-painter	pa .		-										1
			-01	_				e de	cu.	-		6	_
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(K.)

ESTIMATE of the separate Costs of Art Schools and Schools for the Poor, 1862-63.

				Art Schools.	Poor Schools.
General management Examples Books, prints, &c., for circulating library Prizes Salaries and payments in aid to masters Inspection and examination Travelling expenses	-		9 2 6 8 9 9	£. s. d. 1,300 16,125 9 6 938 13 5 1,121 8 6 8,802 - 6 1,753 10 - 600	£. s. d. 361 8 7 159 849 12 7 ½ 3,978 - 6 606 321 2 10
Photographic apparatus, &c S. K. M. salaries - Artizans and cleaners - Police -	2 mm 3 mm 2 mm	-	1 1 1 2	300 306	
Fires, &c. Works and repairs Printing and advertisements School buildings	-	-		8,288 10 6	-
			£.	40,367 3 5	6,269 4 6 }

(L.)

THE HISTORY of Schools of Design, Schools of Art, and the Art Museum and LIBRARY is to be found in the following Papers:—

1835-36. Report of the Select Committee appointed to enquire into the best means of extending a knowledge of the Arts and Principles of Design among the People, &c., August 1836. Mr. Ewart in the chair.

1836 to 1847. Minutes of the Council of the Government School of Design. Printed for the use of the Council. 3 vols. 8vo.

1841. Report to the President of the Board of Trade by the Provisional Council of the School of Design. 2d February 1841.

0.53.

1842 to 1846. Reports of the Council of the School of Design to the Board of Trade, dated March 1843, May 1844, July 1845, June 1846.

1846. Report of a Special Committee of the Council of the Government School of Design, appointed on the 3d November 1846, to consider and report on the state and management of the School.

1847. Report of the Second Special Committee of the Council of the Government School of Design. June 1847.

1849. Report of the Select Committee appointed to enquire into the constitution and management of the Government School of Design. Mr. Milner Gibson in the chair.

1849. Statement by Mr. Porter, printed with the Estimates for Education, Science, and Art for 1850.

1850. Reports and Documents relative to the Head and Provincial Schools of Design, August 1850 (Mr. Milner Gibson).

1851. Reports and Documents exhibiting the state and progress of the Head and Branch School of Design. Addressed to the Board of Trade by Mr. Deverell. August 1851.

1851. Statement by Mr. Northcote, printed with the Estimates for 1851.

1852. Correspondence relative to the re-organization of the Department of the School of Design. Printed with the Estimates for Education, Science, and Art for 1853. Minute by Mr. Henley.

1852. Report of the Department of Practical Art.

1853 to 1863. Annual Reports of the Department of Science and Art.

1854. Letter from the Board of Trade to the Treasury, printed with the Estimates for 1854.

1856. Estimate for the Iron Building at Kensington for 1856.

1860. Report of the Select Committee on the South Kensington Museum. Mr. Lowe in the chair.

(M.)

South Kensington Museum.

RETURN of VISITORS who gave their names and addresses, and upon examination the following were found to be the results:—

2	
SEPTEMBER:	
Foreigners	-
From the Provinces	
Metropolitan.	
- 901	
Suburbs, beyond 6 miles - 87	
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33 4 33	
29 59 3 39 - 156	
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OCTOBER:	
Foreigners - 294	
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298	
Suburbs, beyond 6 miles	
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Appendix, No. 13.

PAPERS handed in by Mr. H. Cole.

App. No. 13.

EXTRACTS from MINUTES and published Rules relative to Teachers' Payments.

See Evidence 4369.

a.—To appoint a competent master and guarantee the payment to him of a certain income Min. of 7th May for a fixed period, in case the fees to be derived from the instruction of the scholars should 1852. (J. W. H.) not suffice to pay the master's salary.

b.—To guarantee the payment to him of a certain income for a limited period.

Regulations, published, 1853.

c.—When the candidate (for a mastership) is qualified to conduct a School of Art himself, but is desirous of qualifying himself for a high class certificate, he may remain in the training class for a period not exceeding two years, with an allowance of 11. 10s. per week, a portion of his time being devoted to instruction in the Metropolitan District Schools.

Assistance, 1854, offered by Department. Min. of 14th January 1854. (E. C.)

d.—Guarantee of for one year. "Whether such deficiency will be made up in the in- Form, 1854, of come of the master after the first year will depend upon the circumstances of the school, appointment. which must be formally brought before the Department at the end of the first year with that object."

No. 118.—March 1854.

BOARD OF TRADE, DEPARTMENT OF SCIENCE AND ART.

At Marlborough House, the 4th day of March 1854.

e.—By the Right Honourable the Lords of the Committee of Privy Council appointed for Min. of 4th March the consideration of all matters relating to Trade and Foreign Plantations.

1852. Printed the consideration of all matters relating to Trade and Foreign Plantations.

at length.

RE-ADJUSTMENT of the GRANT to PROVINCIAL SCHOOLS.

- 1. With the view to a more equitable system of applying the Parliamentary grant, usually voted in aid of Provincial Schools of Design, and to insure its application in extending and encouraging a knowledge of art among the operative classes, some re-adjustment of its mode of distribution has become expedient.
- 2. The sum of 7,550 l. was voted by Parliament in the year 1853-4, for aid to 20 Local Schools of Design founded under the old system, and of this sum the greater part has been expended in salaries of masters who have obtained no certificates of competency. During the same period 16 Schools of Art have been established in places, far less populous and wealthy than the above localities of Schools of Design, where the State has entered upon a liability of only 960 l. (of which it is now certain that not more than 250 l. will be wanted), and has engaged to pay each master only 10%. a-year in aid of his income, upon condition that he passes an examination and obtains a certificate of competency to give instruction in the first five stages of the course laid down by the Department, and that three public schools are taught elementary drawing.
- 3. Upwards of 20 applications for other schools, in addition to these 16, are now before the Department. As soon as the new system shall have become surely established, it will be hardly possible to justify the expenditure of 7,550 l. on the old system, whereby the advantages which so large a sum ought to command are limited to a comparatively small number of places, and those the most wealthy in the kingdom, especially as the action of the self-supporting schools is more extended and distributed within the district, and in some other respects more satisfactory than that of the subsidized schools.
- 4. Under these circumstances it is desirable to prepare for applying these means to a more equitable and more efficient mode of promoting Art-instruction among the operative classes, and to obviate the objection sometimes raised that a self-supporting system might 0.53,

App. No. 13. have a tendency to afford instruction to those classes who can best afford to pay for it, to the neglect of the artisans, unless some special provisions are made to prevent the occurrence of this result.

5. With this view, my Lords propose no longer to regard locality as the criterion for assistance from the State, but to adopt that part of the system of the Committee of Council for Education, which aids the master's income by payments graduated according to certificates of competency obtained by them, and to make such payments contingent upon a certain amount of instruction being afforded to the operative classes and public schools.

6. It is therefore proposed that the 24 stages of Art-instruction taught in the Department should for the present be divided into six groups, and that when a master has obtained a certificate of competency to teach any group, he should receive the annual sum hereafter proposed to be allotted to it, as long as he is engaged in teaching under the inspection of the Department: provided always, that a number of parochial schools in the locality, proportioned to the aid given to his income, are taught elementary drawing, and that his school is open to the operative classes in the evening, at moderate fees sanctioned by the Department.

Group 1.—Elementary Drawing and Colouring. Stages 1, 2, 3, 4, 5, 6, 10, and 13	•	•		£. 10
Group 2.—Painting, with Examination in Styles of Art. Stages 11, 12, 14, 15, and 22	•			10
Group 3.—The Figures Drawn and Painted. Stages 8, 9, 16, and 17		•	٠	10
Group 4.—Modelling Ornament, with Examination in Styles of Art. Stages 18, 20, and 22			٠	10
Group 5.—Modelling the Figure. Stages 8, 9, 19, and 21	•	٠	٠	10
Group 6. Technical Instruction	•	•	٠	10

7. It is hoped that as the masters attain increased proficiency many will be entitled to receive payments equal to the allowances given by the Privy Council. The maximum aid to an individual teacher is not to exceed 50 l. a-year, and that sum is to be awarded only in those cases where the highest efficiency as a teacher has been obtained. A certificate for Group 1 may be taken separately; but the certificate for Group 2 must be taken after No. 1, and the certificate for Group 3 after 1 and 2, and the Modelling Group 5, after Group 4.

8. The advantages of this plan would be-

1st. That whereas the vote of 7,550 l. now promotes the instruction of operatives in only 20 places by means of less than 40 masters, non-certificated, the said sum would provide at least 200 masters, certificated, and that by the rules and conditions of the appointment, the influence of such master would be more extensively distributed.

2d. That local management would be encouraged, and districts would be enabled themselves to select the grade of masters according to the number of parochial schools to be taught drawing, and the accommodation provided for evening teaching, and also to determine the number of their masters, provided only they had received certificates

9. The appointment of and the control over the masters would be in the hands of the Local Committees undivided, and the management would therefore be more efficient than it is at the present time, when the master has been appointed and is paid chiefly by the Board of Trade, is engaged at a distance from the metropolis, and has a divided allegiance and responsibility.

10. The conditions on which the Board of Trade will insist, so long as they continue their payment to the master, will be distinctly specified, and the interference of the Department with the free action of the Local Committee will not extend beyond that degree of control which is necessary for insuring the performance of those conditions.

11. It is proposed that the operation of this plan should be applied to subsidized schools, with as much rapidity as may be possible under the circumstances of each school respectively; and that by the saving thus effected the increase which will be made in the salaries of such masters of the self-supporting schools as take a higher certificate than the

lowest should be defrayed: and that by this means an ultimate saving should be effected, and an increase of efficiency at the same time secured.

App. No. 13.

f.—The following are the stages of instruction for proficiency in which a master may receive Regulations puban annual payment from the Department of 10 l. for each group as long as he complies with lished, 1854. the conditions laid down. The maximum allowance to each individual teacher can in no case exceed 50 l. From this it will appear that the only permanent payment the teacher will receive from the Department is an annual gratuity of from 10 l. to 50 l., according to the character of his certificate. During the first year of his appointment the Department further engages, that if his receipts from fees and allowances for pupil teachers and prize students do not, with the above-named gratuity, amount to a certain sum, generally 70 l., the difference will be made up.

g .- The annual payment to a certificated master of a School of Science and Art, can only be Minute, 1st April continued so long as the master and the school committee, in whose service he may be, 1854, approving of endeavour fairly and fully to carry out all the conditions upon which the Department of the above. (E. C.) Science and Art offers its co-operation.

h .- Assistance is afforded by the Department to students in training for masterships accord- Assistance offered ing to their qualifications, and vacancies on the salary list, commencing with an allowance by Department. of 10 s. a week; for increased competency and ability to teach in a parochial school, 1 l. a Min. of 15th Ja 1855. (E.C.) week. If the student's general art powers are such as to justify his longer continuance in the training school, in order to qualify him for a high class certificate, he may, as vacancies occur, be placed on an advanced allowance of 1 %. 10 s. per week, when he would be partially employed in teaching one of the Metropolitan District Schools. (See Minute of 4 Jan. 1854.) Every master previous to his receiving any annual payment from the Department must pass an examination and receive a certificate of competency.

i .- To make fixed annual payments to masters varying according to their acquirements; to Summary of nature guarantee them certain incomes for a limited time, in case the allotted portion of the fees of assistance afforded by the Department of the students is not at first sufficient to reach the required amount.

published, 1856.

j.—The Committee of a District School of Art must be able to guarantee that the master's Summary of nature share of the fees received at the Central School, and from other sources, will amount to not less than 80 l. a-year.

of assistance given by Department,

k.—The master will also receive from the Department 30 s. for every pupil-teacher who Min.6th June 1856. takes a prize for elementary drawing, and 1 s., for every person who takes a prize in the first grade of examination, likewise 4 l. for each prize student and art pupil-teacher. During the first year of his appointment the Department further engages, that if his receipts from fees and allowances for pupil-teachers and prize students do not, with the above-named gratuity (certificate allowance), amount to a certain sum, generally 80 l., the difference will be made up.

(S.) 26th February 1857. (G.)

l.—[The rules in the present edition of the Directory supersede those in all former Printed on the Art Directory of May 1857, and all subseeditions, but are always subject to revision.]

quent editions.

m.—The Department desires to have all arrangements for payment and services to be settled on the basis of mutual interest by the Local Committees and the masters, with as 1853. (E. C.) little interference as possible at the present time. When the number of certificated art Directory, p. 23. teachers is sufficient to meet the demand for art instruction, the period will have arrived October 1857. when the Department will be relieved from all interference and interference are described. when the Department will be relieved from all interference whatever in these arrange-

n.—The art master will be paid by the Science and Art Department 3s. for every child who Min. 1 July 1858. takes a reward, and 2 s. for every child whose exercise is marked "fair," 30 s. for each (G. S.) pupil-teacher, and 4 l. for every prize student, as before.

o .- It must, however, be distinctly remembered, that at the termination of the allowance Directory, March (in the Training School), the Department in no degree undertakes to provide or obtain 1860, p. 102. employment, as teachers, for the students so trained.

The word "remembered" shows that this was not a new principle imported into the Directory of 1860 for the first time, but had been a part of the policy of the Department from its early days; the period for each student's stay in the training class, being specifically reported on by the head master at the beginning of the Session, and his report brought before the Committee of Council by the Inspector General for Art.

RETURN of STUDENTS who have been more than Five Years in the TRAINING SCHOOL since its Establishment in 1852.

See Evidence (4436). - at 10 s. a-week. 1 Oct. 1855 to 1 March 1857 Bale, Edwin 1 March 1857 to 1 March 1859 - at 15 s. 22 Total time in Training School, 1 March 1859 to 1 Jan. 1861 1 Jan. 1861 to 3 Jan. 1863 - at 20 s. 7 years 14 weeks. - at 25 s. Total amount received, 3411. Has 4 certificates, 1st, 4th, 5th, and 6th, mechanical. Teacher in Lambeth School. - at 20 s. a-week. 9 Oct. 1858 to 4 March 1860 Chandler, Edwin -, at 25 s. ,, 4 March 1860 to present time -Time in School, to end of last Session, 5 years 21 weeks. Now in Training School. Total amount received to same time, Has 4 certificates; 1st, 2d, 3d, and 6th, architectural. 333 l. at 5 s. a-week. Nov. 1856 to 1 March 1857 Griffiths, John 1 March 1857 to 9 Oct. 1857 Total time in Training School, to 9 Oct. 1857 to 1 March 1859 at 15 s. end of last Session, 7 years 18 at 20 s. 1 March 1859 to 1 Oct. 1861 1 Oct. 1861 to present time - ' at 25 s. weeks. Now in Training School. Total amount received to same time, 366 l. 15 s. Has 5 certificates; 1st, 2d, 4th, 5th, and 6th, architectural. - at 10 s. a-week, then left till-1855 to - July 1856 1 Oct. Lock, Henry Hover -- at 10 s. 1 March 1859 to 21 May 1859 22 Total time in Training School, 21 May 1859 to 1 Oct. 1859 1 Oct. 1859 to 1 Oct. 1861 - at 15 s. 99 5 years 24 weeks. - at 20 s. ,, Total amount received, 279 l. 15 s. - at 25 s. ,, Appointed to Westminster. Now left for India 1861 to - Nov. 1863 1 Oct. Has 3 certificates; 1st, 4th, and 6th, architectural. - at 15 s. a-week. 1 March 1858 to 4 Oct. 1858 Mills, Samuel Fitch -4 Oct. 1858 to 1 March 1859 - at 20 s. , Total time in Training School, 5 years 47 weeks. Appointed Total amount received, 401 l. 5 s. Spitalfield Has 4 certificates; 1st, 2d, 6th, mechanical, 6 architectural. Macdonald, Alexander - - - 1 March 1859 to 1 March 1862 - at 20 s. a-week.

Total time in Training School, to end 1 March 1862 to present time - at 25 s. ,, Total time in Training School, to end Has 5 certificates; 1st, 2d, 3d, 6th, mechanical, 6th archiof last Session, 5 years. tectural. Total amount received to same time, Now in Training School. 2861. 1 Nov. 1856 to 10 Oct. 1857 10 Oct. 1857 to 1 March 1858 1 March 1858 to 1 March 1859 - at 5 s. a-week. Nicholls, Alfred - -- at 10 s. ,, Total time in Training School, at 15 s. " Appointed 7 years 1 week. - at 20 s. 1 March 1859 to 1 Oct. 1863 Total amount received, 301 l. 10 s. Has 5 certificates; 1st, 2d, 4th, 5th, and 6th, mechanical. 1 March 1855 to 2 March 1857 - at 10 s. a-week. Randall, John -

March 1857 to 1 March 1859

March 1859 to 1 Jan. 1861

Has 3 certificates; 1st, 2d, and 6th, mechanical.

1 March 1861 to present time -

Total time of Training School, to end

Total amount received to same time,

382 /.

of last Session, 8 years 44 weeks.

at 15 s. "

at 20 s.

at 20 s.

" Then left.

Now in Training School

343 SELECT COMMITTEE ON SCHOOLS OF ART. Rawle, John Samuel 1 March 1858 to 4 Oct. st 5s. a-week. App. No. 13a - at 10 s. " Temporary Total time in Training School, to end 4 Oct. 1858 to 1 Oct. 1859 1 Oct. 1859 to 5 Dec. of last Session, including time at 1859 appointment to Glasgow. Dudley, 5 years 10 weeks. Remained at Glasgow till at 20 s. a-week. at 25 s., , Temporary 1 Oct. 1860 to 2 March 1863 Total amount received to the same 2 March 1863 to 31 March 1864 appointment to Dudley. time, 283 l. 15 s. at 25 s. a-week. Now in Training School. Remained at Dudley till 2 May 1864 till present time -Has 4 certificates; 1st, 2d, 6th, mechanical; 6th, architectural. 1 March 1859 to 1 March 1861 - at 15 s. a-week. short, John T. at 20 s. " Total time in Training School, 1 March 1861 to 1 Oct. 1861 at 25 s. 1 Oct. 1861 to present time to end of last Session, 5 years. Training School. Total amount received to same time, Has 4 certificates; 1st, 2d, 6th, mechanical, and 6th, 266 l. 10 s. architectural. During the period that Messrs. Bale, Griffiths, and Randall, have been in the school, a considerable ortion of their time has been devoted to studies in design, and to art applied to manufactures. from the foregoing it will be seen that four students have been in the Training School an aggrerate of 30 years 25 weeks, at a total cost of 1,391 l. 5 s., giving an average time of 7 years 313 weeks, and an average cost of 347 l. 16 s. 3 d., with an average of 44 certificates. That six students have been in the Training School an aggregate time of 31 years 50 weeks, at a otal cost of 1,800 l. 5 s., giving an average time of 5 years 17 weeks, and an average cost of 300 l., with an average of four certificates. That the four students who have been longer in the school have cost, on the average, 17 s. 6 d. a seek each for the whole time, and that the six students who have been the shortest period in the Training School have cost on the average 1 l. 1 s. 8 d. a week each for the whole time. 31 May 1864. 400 Enne, dra http://www.tsf. generale. see at g. 14 R. Burchett. OCCUPATIONS of STUDENTS in the SOUTH KENSINGTON DISTRICT SCHOOL of ART. Spring Session, 1864. (See Evidence, 4516.)

Professional Art students, female 112	Carvers / 1
Non-professional Art students, female - 1983 94	Governesses Engravers Sculptors Upholsterers Governesses Local Control of C
Professional Art students, male - 39	Engravers 3
Non-professional Art students, male 27	Sculptors 3
Art teachers, female 13	
Art teachers, male and an art at a transfer of the part of 27	Plasterers 2
Architects, surveyors, and pupils of 15	Mason 1
Carpenters and joiners 23	Heraldic painter 1
Ruidors	Printer 1
Clerks _down_starzesstoat_domin_to_9	Die sinker
Painters and decorators and a	Pianoforte maker
Pupil teachers, female and the notable of the appeared 6:	Gas fitter -
Pupil teachers, male 2	Engineer - white applies to he with the influence from the
Schoolmasters 4	Photographer 1
Schoolmistresses 1	Goldsmith 1
Artists 6	Glass stainer 1
Designers 6	Dentist 1
Designers Army (officers) Chemist boild A Hod. I	
	Land agent
to 1 March 1859 - at los	See Hore I.
to 1 Oct. 1863 - at 20 s. , Ap	981 Arecei (signed) 102. March 1859.

Hos 5 certificates: 1st. 2d. 4th. 5th. and 6th. m

commission of the base of the second

LETTER from Mr. Burchett to the Secretary, Science and Art Department.

South Kensington, 11 June 1864.

THE management of the Training School, and the treatment of the students in training, has been so largely confided to myself from its first establishment by the department, that I feel called upon in justice to myself to endeavour to correct some of the erroneous impressions likely to be conveyed by portions of the evidence given before the Committee of the House, by some of those who have been, or at the present time are, in the training class, inasmuch as, if the students have been treated with illiberality, or want of consideration during the period of their training, I am bound to take the responsibility of such treatment.

I believe, however, that so far from such being the case, that these students have been treated with the greatest amount of liberality at all consistent with the object for which the training class was established, and if at any time a change has been made from more to less favourable conditions, it has been seen to be necessary, in order to prevent the defeat of the primary purpose of the school.

When the allowances were limited to one list of 20s. a week, and a smaller one at 30s., shortly after the first establishment of the school, not only were the recipients allowed to employ the time not occupied by the school hours in any teaching profitable to themselves, but they were frequently recommended to such teaching by the department, not unfrequently at some sacrifice of the school time; and there being a considerable demand, and but few persons to supply, it was found to be so considerable a source of income, that students objected to take the appointments offered to them in the country, on the ground that they were making such satisfactory incomes in London. It became necessary, therefore, to discontinue the practice of recommending students in training to such teaching whilst in receipt of allowances, although the use of the time not included in school hours has never been interfered with.

Students are still, however, allowed to accept employment that is in accordance with the objects of the department, and their absence from the school permitted, such absence, for such a purpose, being reckoned to them as increase in their weekly allowance. Thus, Mr. Macdonald has had, for a long period, in addition to his allowance of 25 s. a week, a permission to be absent for two evenings in each week, such time being employed in teaching, for which he receives pay-This is one of several similar cases, and the students are always told to regard such leave as equivalent to an addition of 5 s. a week to their allowance. Besides this, the students have a considerable amount of time at their own disposal, the whole of Saturday for instance, when some of them I know make a considerable addition to their income by teaching, thus deriving profit from their training while receiving it.

It should also be borne in mind, that the students receive their allowances during the vacation, thus in the case of the advanced students giving them two months, which they are free to spend as they please.

It is very true that a weekly allowance list of

30 s. has been discontinued; but the fact is over. looked, that when this list was largely in use, the students remained in the school but a short time. and when a student, instead of remaining from six months to two years in the school, continued his studentship to an average of five years, it was felt to be necessary, in order to keep his cost within a moderate limit, to substitute a lower allowance than the highest, or to keep him a very long time at the lower one of 20 s.; for this purpose the 25s list was originated, and for a similar object the lists lower than 20s. were used, in order to aid those who could not be admitted to that but as others were promoted. The alterations in the list have been made, therefore, in the students' interest, and not to his detriment, as has been endeavoured to be shown by Mr. Sparkes.

For three or four years it has been foreseen, that the inlet of students for training must be gradually diminished, in order to avoid a great overstock. When this was first felt in the female school, for the students in which, when trained, a much smaller demand existed, in order to enable the students to find employment, and gradually to establish themselves as teachers, they were allowed to accept engagements, continuing on the allowance list, at a reduced rate, in proportion to the time devoted to their studies in the school: when the limit of time allowed them had expired, and never without receiving a session, or five months' notice, during which time they were almost wholly at their own disposal, their allowance was discontinued. This arrangement was so well known in the school, had been so many times acted upon, and its justice so fully acknowledged, that I cannot conceive it possible that anyone should have entertained the idea that the department was bound to continue the allowance to any student it had once received into the Training School, or that should similar circumstances arise in regard to the male school, that a similar procedure would not be adopted. Nor can it, I think, be supposed, that if carried out with equal consideration, any injustice would be done to the students. This epoch had not arrived in the male school, but, as the students are well aware, facilities and encouragement have been afforded to them to accept appointments or employment offered, thus allowing them to turn the training they have received exclusively to their own advantage, in connection with manufactures or otherwise; still further to benefit them, the most advanced students have been relieved of all teaching, in order to give them the more time for pure art studies, and this has been the principal cause that has led to the greater amount of parochial teaching at the present time done by the junior students in training.

This parochial teaching, a most essential part of the training, was originally undertaken for this purpose; the whole of the payment made from the parochial schools go to the master, who superintends this teaching, and form his salary, no portion accruing to the Treasury, or the department. The department pays the travelling expenses of the students to these schools, being so much out of pocket.

The greater number of parochial schools at the present time taught by some of the students in training, arises from the fact of several of the students

of whom Mr. Macdonald is one, being of all teaching, whether district or parofrom the gradually diminishing number of is in training, and from an objection to dethese schools of teaching, except as opporoffer for attaching them to other schools. the department discontinued all its present is school teaching, giving to the students ing the same allowances as at present, it ave about 50 l. a year, each parochial costing the department, on the average, 11.5s. per annum for travelling expenses. principal end in view being to enable stuto take the art certificates, it follows that the time is used in parochial teaching, the er the cost to the department of each certi-Assuming that three sessions, or one year half's study, is required on an average for certificate, and the allowance to be 1 l. a each certificate would cost 78 l. If onethe time, that is, one day a week, be emd in parochial teaching, it would increase of 15l. 12s. If 2-5ths, or two days a 311. 4s. on each certificate.

the relative cost to the department of ing parochial schools by means of students ing, or pupil teachers attached to district is, would be as follows:—

schools taught by pupil teacher, 35 l., or 81.2 s. 6 d. per school.

ghools taught by students in training, for fine, 15 l. 12 s.

avelling expenses, 3 l. 15 s.

191.7 s. or 6 l. 9 s. per school.

hen it is borne in mind that the teaching of schools from the Training School, involves expenditure of time on the part of the staff, as it will be evident that the difference bear 81.2s.6d. and 61.9s., or 671. per annum schools, is not too much to debit to its cost is account. It therefore follows that the cost

to the department is the same, whether the schools App. No. 13. are taught by students in training or pupil teachers, and therefore that any teaching done by students is not an economy to the department.

It has been with very great regret that I have seen so unjust an appreciation of the advantages possessed by the students in training, as shown in the animus exhibited by some of them in their evidence; I well know, by experience, the difficulties of a student's career, as well as the struggles necessary to attain any professional footing; and looking at all the circumstances of the case, the starting point of the students, the helps given to them, and the prospective advantages, I cannot but feel that a most perverse perception of the advantages placed within their grasp by the Training School has been manifested by them.

It only remains for me to point your attention to one paragraph in Mr. Macdonald's letter, relating to the artisan class at South Kensington, as being erroneous in its facts and its inferences. It was a class established as an experiment in October 1863, paying the same fees as in a district school: a teacher previously employed in a district school was detailed to teach it under precisely the same conditions as he would have been under in practising in a district school. The fees received for two sessions, or one year, have been 35 l. 15 s.; the teacher's weekly allowance for the same time will be 65 l. Had any results been obtained, claiming payments from the department, such payments would have been made to the fee fund of the school, as in other cases.

Trusting that it may be possible to place the above corrections of statements, which are fallacious and unjust, to the Training School, before the Committee of the House,

I am, &c.
(signed) R. Burchett,
The Secretary Head Master.
Science and Art Department.

which has been district to be the party of t

the same of the same and the same of the s

Appendix, No. 14.

SCHOOLS OF ART.

TABLE of LOCAL SUBSCRIPTIONS, FEES, GOVERNMENT AID, DONATIONS, and LOCAL EXPENSES; compiled from a Parliamentary Return, and from the Annual Reports for 1862.

in 1862.	Prizes.	£. s. d. Nil. 1 10 - No return. No! Nil. N
LOCAL EXPENSES in 1862.	Fire and Lighting.	£. s. d. 12 4 4 2 7 3 No return No return 16 No return 16 18 4 6 8 4 6 8 4 6 8 12 5 10 8 11 No return No return 10 8 11 No return 2 4 10 11 10 4 7 9 6 No return 25 4 10 11 10 4 7 9 6 No return 8 8 6 5 13 6 8 12 6 8 12 6 13 14 511
LOCA	Rent.	£. s. d. 5 15 3½ 12 14 1 No return Nol return Nil No return Nol return 12 10 12 10 10 0
DONATIONS.	Amount.	£. 8. d. 25 No return 79 7 115 7 115 7 115 7 115 7 115 7 115 7 115 7 115 7 115 7 103 4 4 1,325 1,325 1,325 221 5 6 No return 138 17 6 No return 138 17 6 No return 221 6 221 6 222 6 222 7 6 223 2 80 80 80 80 80 80 80 80 80 80 1,411 18 3
DON	Date of Establishment.	1858 1854 1854 1857 1860 1859 1858 1858 1858 1858 1856 1856 1856 1857
in 1862.	Toral.	## 138
GOVERNMENT AID in 1862.	Prizes.	2. 2. 3. 4. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6.
GOV	Payments.	\$. \$. \$. \$. \$. \$. \$. \$. \$. \$. \$. \$. \$. \$
Fees by Students	in 1862.	296 12 9 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Local	Subscriptions for 1862.	E. S. d. Niii
	NAME OF SCHOOL.	Aberdeen - Andover - Bath Basingstoke Birkenhead Birkenhead Bridgenorth Bridgenorth Bridgewater Brighton - Brighton - Briskel - Carbridge Carlisle Carnarvon, Bangor, and Port Madoc Cheltenham Chester, Crewe, and Wrexham Cirencester Clonmel - Coalbrookdale

			SELEC.	COMMITTEE	ON SCI	HOOLS OF ART.	
Nii.	Nil. Nil. Nil. No return.	20 2 – No return. No return. No return. No IN NO	Nil,	No account. 29 3 10 2 Nil. No return.	Nil.	Nil. No return. Nil. 9 9 - No return. Nil. No return. Nil. Nil. Nil. 39 6 3 Nil.	No return. 5 11 6 10 No return.
58 9 4	54 11 4 9 7 6 Nir	38 1. 5 No return - No return - No return - 24 10 -	19 18 Includ.inrent	No account 21 15 11 12 Nil No return No return	16 10 7 49 14 -	30 7 6 50 10 1 41 13 - 27 10 - No return - 25 No return - Includ.in rent 11 1 6 Nil 12 Includ.in rent 11 1 6	No return - 22 12 - 23 12 6 No return -
300 89 12 -	232 36 Nil No return -	No return - No return - No return - 20	23 23 1	No account 28 10 9 9 - No return - No return -	40 167 10 -	Nii Nii Nii	No return - 34 12 - Nil - No return -
Nil - 6-	3,849 8 4 223 1 9 100 No return -	250 No return - No return - No return - 149 10 -	Nil 27 2	750 4449 7 10 300 61 7 0 No return - No return -	46 15 7 2,516 11 -	2,341 14 3 1,270 278 Nil No return - 92 4 - No return - 4 7 6 No return - Nil No return - 33 13 -	No return - 427 15 6 No return -
58	8850 850 857		58	0 4 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	122	1 1 1 1 1 1 1 1 1	4 0
7 1858 6 1854	5 1845 - 1859 9 1857	98 - 1847	9 1858	2 1856 2 1846 3 1852 1 1855	6½ 1851 4 1842	101 1842 1854 8 1864 2 1863 10 1863 1 1863 1 1863	8 - 10½ 1844 1 1846 9½
686 7 194 16	580 - 72 - 56 10 20 13	242 97 15 15 6 44 2	122 4 54 12	86 10 332 2 94 8 114 2 154 1	299 19	286 5 1 214 7 16 147 16 104 - 83 13 1	107 6 276 – 1 162 – 297 16
67 17 9 37 13 6	56 10 5 16 8 - 11 10 9 6 2 11	75 4 6 5 2 13 2 7 1 16 2 2 6 1 7 1 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	23 18 11	15 2 10 103 11 6 31 18 9 40 18 9 36 18 3	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	57 12 55 14 1 55 14 1 13 13 10 4 5	47 1 8 67 7 9½ 36 10 1 47 19 9½
617 9 10	523 10 - 55 12 - 45 14 10 9	167 7 75 2 6 13 10 - 1 Leeds. 43 14 6	98 5 10	71 7 6 228 10 8 62 9 7 73 3 6 117 3 –	247 14 8 339 6 3	228 13 4 158 13 - 95 3 - 69 16 ~ 70 Taught in connexion with the With the Training School.	00 5 + 208 13 1 125 10 - 249 17 -
655 5 6	609 19 6 127 5 - 131 5 6	116 2 - 87 9 - 95 Taught from 166 13 -	247 5 3 116 8 7	202 10 - 610 7 - 187 3 6 472 13 3 46 7 3	146 4 3 556 11 -	365 19 6 233 18 - 209 18 - 167 15 - 167 15 - 2,384 4 5	42 13 218 10 4 161 11 6 144 12 9
- Nii 31 8 -	Nil Nil Nil Nil Nil Nil No return - No return No return No return No return No return	- No return - Ni - Nil	- Nil 42 6 5	Nil - 71 15 6 Nil - Nil - Nil - No return	- 52 10 - 221 2 -	23 2 Nil 150 6 2 No return 5 5 6 No return Nil Nil Nil Nil Nil Nil	No return - 23 - 87 15 - No return -
Edinburgh Exeter	Glasgow Glouester Greenock Guildford	Hanley	Ipswich Kidderminster	Lancaster Leeds Limerick	Macclesfield Manchester	Metropolitan Schools— Bloomsbury Lambeth (b) St. Martin's St. Thomas, Charterhouse Finsbury Marylebone Rotherhithe	Newcastle-under-Lyme Newcastle-upon-Tyne Norwich
0.53.		,		3	R		

* Interest.

† For new buildings; no record of former years. 1 0 1 10 £. 560 £. 285 (a) Coventry has received a Building Grant of (b) Lambeth "" "

TABLE of Local Subscriptions, Fees, Government Aid, Donations, and Local Expenses; compiled from a Parliamentary Return, and from the Annual Reports for 1862-continued.

ABBE Of LOCAL CASSON (CO.)										000
	Local	Poor hy Chadonte	GOVEF	GOVERNMENT AID IN 1862.	N 1862.	DON	DONATIONS.	LOCAL	LOCAL EXPENSES IN 1802.	1802.
NAME OF SCHOOL.	Subscriptions for 1862.	in 1862.	Payment.	Prizes.	Total.	Date of Establishment.	Amount.	Rent.	Fire and Lighting.	Prizes.
	0 4	4	£. s. d.	£. 8. d.	£. s. d.		£. 8. d.	£. \$. d.	£. 8. d.	£. 8. d.
3 1 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	10,	10 7 61	273 2 -	39 1 28 8 1 20 9 3	312 2 - 102 19 1 97 16 3	1848 - 1853 - 1860 -	105 60 6 6 308 10 6	Nil 15	12 10 7 4 8 8 4 10 -	Nil. Nil.
Preston	Nil -	8	4 10 -	7 1 9	11 11 9	8	Nil -	3 0 6	10	Nil.
Sheffeld .	188 11 -	1 -		36 1	567 2 11	1843	5,918 4 2	* 70 16 - 25	54 6 9	46 15 - Nil.
Southampton Stirling	- sturn	240 1 3	44 3 -	1 2 2	7 1 2	1847	No return -	No return -	turn 10	returr 10
on-Trent			01 4 4	1 cs 1 cs	147	1852	886 10 8 64 -5 -	*35 20 No return -	18 18 8 3 18 5½ No return -	2 5 6 Nil. No return.
Sunderland Taunton	- 19 19 6	13	1001	40 7 3	122 16 3 76 17 3	1856	365 5	30	23 10 -	Nil.
		87 11 - 350 6 6 145 8 3	102 15 6 36 7 -	91 13 11 22 8 3		1861 1853 -	13 9 4 436 16 3 60	15 - 1 20 Nil	Nii 118 9 1113 4 18 5	ZZZ ZZZ
npton	7	142 18 6	32 11 8 194 14 -	12 13 4 4 14 - 35 12 6	12 13 4 37 5 8 230 6 6	1854	Nil - 458 15 -	1 1 09	28 19 16 10	Nil. 10 12 1
Yarmouth, Great	- 74 7 -	77 6 - 0 88 - 1	129 15 - 94 6 9	29 16 10 17 6 64	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	1857	198 8 6 243 17 -	54 11 -	25 17 - 22 13 2	Nil. Nil.
	£. 2,352 1 -	18,017 10 7	9,395 15 8	2,655 4 83	$12,051 - 4\frac{1}{2}$	વ્યં	30,538 8 1	2,025 5 24	1,215 2 8	325 4 10

· Interest.

The average amount of subscriptions obtained in 1862 by the local schools that have sent returns was 34%, per school.

The average amount of fees received in 1862 by each of the local schools in the United Kingdom was 207%.

The average aid from the State in money payments and prizes to the same schools in 1862 amounted to 138 l. per school.

Eighteen schools made no return.

Thirty schools are supported without local subscriptions. One school is aided by a rate.

Thirty-seven schools are aided by local subscriptions.

Twenty-one schools pay no rent.

Twenty-three schools have given local prizes.

Appendix, No. 15.

RETURN of the Local Subscriptions and Donations, with the Amounts expended for Rent, &c., by the different Schools of Art.

App. No. 15.

ABERDEEN SCHOOL OF ART.

Total Amou	nt of Loca	l Annual Si	abscriptio	ns for	1862	-	-	200	m	-		£.	s. Nil.	d.
Total Amou	nt of Don	ations since	the open	ing of	the So	hool	*	•	_	-	-	25	-	Time.
Total Amou	nt paid for	Rent in 1	862 -	-	-	-		-	-	- 	-	5	15	31
77	22	Fire and l	ighting	-	- 77	= ~		146		-	-	12	4	4
?? ??	"	Buildings Repairs -	Cannot chani again	cs' Ins	titute, atter.	and	those	s held items	d in are	the M	le- ged			
22	,, · i	n Prizes		-	-	-		w '	-	100	44		Nil.	
Other Paym	ents -			œ	-	-	~	-	-	~		33	11	$11\frac{1}{2}$

Amounts paid out of fees of Students:—All paid out of the proportion of fees paid by the Master for defraying the local expenses.

James Sinclair, Secretary.

ANDOVER SCHOOL OF ART.

Total .	Amount of I Amount of D				-				-No	regul	ar acc	- ou n t]	- has	£. 17	s. 9	d. -
Total .	Amount paid	for	Rent in 18	362	-	-		-			46-		_	12	14	1
	_		Firing and				-	- "	-	-			_	2	7	3
29	29		Buildings	-	-		-	-		94		-	40		Property	
99	. 29		Repairs	-		-	-	-	un.	œ,	40.	Ψ.			_	
>>	22	in	Prizes	14	-	***	nu .	-	-	-	-	-		1	10.	_
Other	Payments -			-	-		m.		-	00		-	-	1	7	9

Henry Thompson, Hon. Sec.

BATH SCHOOL OF ART.

THE School is at present in abeyance, in consequence of the withdrawal of the recent Government allowance, and other causes.

Charles E. Davis, Hon. Sec.

BIRKENHEAD SCHOOL OF ART.

Total 4	C	T 1	A .	107			0 -								£.	s.	d.
TOTAL M	mount of	Local	Annua	al Sut	eri	ptions	for 1	862		on .		40	-	400	45	-	_
	mount of							ne Sc	hool	98/			-	-	270	-	-
Total A	mount pa	id for	Rent i	n 186	2	-	-			1	-	ne ne	-	44.		Nil.	
22	. 29		Firing	gand	ligh	ting		-	-	- L	Train.	-	_	-	85		-
22	29		Buildi	ings		-		-	m	166		-	-	-	44	-	
29	29		Repai		w	-		m		-4	-	-	-	-		_	
29	53		Prizes		~	-	-	con .		-	-	44	No.				
Other 1	Payments	100				-									20		

BIRMINGHAM	SOCIETY OF	ARTS A	ND GO	VERN	MEN	r Sc	H001	OF	DE	SIGN.	
•										£. s.	7
Total Amount of Loc	ol Annual Subsc	rintions f	or 1862	_			-4-	_		193 4	
77 1 1 A C D	tions since the	ONONINO I	of the S	ahaal	_			on	_		~
Total Amount of Doi Total Amount paid fo	r Rent in 1862	* *	-	**	-	-	-	-	-	errors.	
2) 2)	Firing and Lig	ghting -	-		ris	-		-	-	73 10	11
22 21	Buildings -		•	-		-		-		Messeya	
99 ' 29 .	Repairs -	7 7	-	~	-	•	-		-	19 16	
Other Demonstr	n Prizes -		_	_	-	_			_	20 6 238 18	3
Other Payments -	.1	1	Clim 40000	- 	- of 41-	- foo	- face	atu d			
Amounts paid out of generally to the ex-	the fees of Stu	hool: the	other 1	nueun 4-20th	s OI III	c nai	s iron d to t	he me	ents	are app	lied
the 6-20ths amoun	ted to 1791, 19.8	6d	omer 1	4.20m	is perii	g Par	u to t	пе ша	iste!	2° TH 16	502
the 0-20ths amoun	ten 10 1/8 to 12 50										
						-					
		~									
	Boı	LTON So	HOOL	OF A	ART.					0 .	7
FD - 1 A C T	1 A 1 Cuband	-diama far	1000						_	£. s. Nil.	
Total Amount of Local Total Amount of Dona	Annual Subscri	puous 101 pening of	the Sc	hool		_		_	Ī.,	79 7	
FT . 2 A	TD 1000	a hald in	Channel	n - n - n + i	tution						-
Other Payments, if a	Firing and ligh	ating -	-		m	-	-	-	-	16 -	-
77 77 40 95	Buildings -		-	~	-		-	4	-	Nil.	
22 21	Repairs -	-		**		-	*	-	-	Nil.	
,, ,,	in Prizes -			-	-	•	w	***	-	Nil.	
Other Payments, if a	ny -		₩	***	-	-	•		-	33 9	3
Amounts paid out of	fees of Students	-All.									
	_	~									
	Во	STON SO	CHOOL	OF A	ART.					0.	2
	1.4 1.0 1	·	7000						_	£. s. Nil.	a.
Total Amount of Loc (The Committee ret	al Annual Subscr	ptions io	r 1862 Joog tak	on at t	ho Co	ntrel!	Schoo	l whi	ah	7411.	
enabled them to	most all ordinary	n or the r	under t	he Ol	g Code	of B	leonla	tions.)		
Total Amount of Dor	nations since the	onening o	f the S	chool	_		-	=	_	115 7	_
Tratal Assessment model for	Dant in 1980		_	_	_				_	*12 10	
Total Amount paid for	Firing and ligh	tine -	~		-	_	e4 .	60	_		в
29 27	Buildings .		-	-	_	-	-			-	
27 77	Repairs -		-	-		-	w,	-	46	-	
19 29	in Prizes -			-	-	-	-	-	-		
Other Payments: Pri	nting, Advertisin	g, and Fi	ring Ins	urance	В	•	-	-	- *	5 16	
T III	тините, ехишине	. 000.	_	_						19 10 1	
Amounts paid out of	f fees of Student	ts:—The	sums 1	narked	l thus	(*)	were	paid o	ut o	f the fee	s of
Students.							DU:11	iam C	ano	Hon Se	e
							PP 600	ccin C	1607669	, 11011 500	0.
	Bride	NORTH	Schoo	OL OF	AR'	Г.					
										£. s.	d.
Total Amount of Loc	al Annual Subscr	iptions fo	r 1862	h a a l	-	-		-	-	Nil,	
Total Amount of Don	ations since the	opening of	the Sc	hool	-	-	-	*	-	61 1	-
Total Amount paid for	Figure and lie	hting -	~	-						3 1	8
22	Firing and lig Buildings	menig -			-				-	Nil.	
29 99	Repairs -				-	-	-	-		Nil.	
97 99	in Prizes -		-			-	-	-	-	Nil.	
Other Payments -			-	-	- 1		84		-	67 7	9
Amounts paid out of	fees of Students:	—From f	ees -	-	200	-	-	-	-	74 4	3
Amounts para out or	.000 02 00000000	From S	ales, &c	C. =		-	w		-	6 12	8
								D	D. F	Evans, Se	c.
								20,1	نه هر		
	Bri	GHTON	Scно	L OF	ART	г.					
										£. s.	d.
Total Amount of Loc	al Annual Subsci	riptions fo	r 1862	-	-	**		-	-	44 8	6
Total Amount of Dor	ations since the	opening o	f the S	chool		89		-	-	163 4	4
.Total Amount paid for	r Rent in 1862		-	-		-		•		26 - 12 7	3
22 22	Firing and lig	nting -		-	-		-	-		1.6	
22 ' 22	Buildings	pe 60	-		-			-	-		
29	Repairs -	-									
		2	840				- 1	-		-	
Other Payments -	in Prizes		-	-	-	~	-	-	-	31 13	6

31 13 6 25 12 3

Buildings - Repairs - - in Prizes - - Other Payments - - - - - Amounts paid out of fees of Students -

BRISTOL SCHOOL OF ART.

Total Amount of Local Annual Subscriptions for 1862	£.	s. 18	d.	
Total Amount of Donations since the opening of the School:—The School premises were erected in the year 1855, and the sum of 1,275 l. was raised by subscription, in				
Bristol and the neighbourhood, to cover in part the cost; one donation of 50 l. was received last year.				and and
Total Amount paid for Rent in 1862:—No Rent, but interest amounting to 32 l. 5s. 4d.,				
on a debt of 700 l. chargeable on the Schools.				
10001 2111000110 Parts 201	14	3	1	
" Buildings		Nil.		
Repairs	10		-	
in Prizes:—No Prizes offered by Committee in 1862, but in 1863				
6 l. 6 s. awarded to 5 Students.				
Other Payments	67	13	6	

Amounts paid out of fees of Students:—The total fees from all sources amounted to 322 l. 5 s. 4 d., one-half of this sum was retained by the Committee, viz.:—161 l. 2 s. 8 d., which was devoted to the payment of the above items and the liquidation of other liabilities.

J. Beavington Atkinson, Hon. Sec.

BROMSGROVE SCHOOL OF ART.

										£.	S.	d.
Total Amount of Local A	nnual Subscr	iptions for	r 1862			-		Case .	,	14	12	
Total Amount of Donation	ns since the c	pening of	f the Sc	hool	-	-	-	-	-	12	7	6
Total Amount paid for Re	nt in 1862	. } -	-		-	-			140	12	15	-
	ring and ligh										7.0	
,, ,, Bu	ildings -		-		-	main .	-	7.0	-	1	10	-
Re	pairs -	~ •	-	-	un .	ua .	00	-	-	1	19	-
in Pr				_		_			-	2	13	6
99 77			_									7.7
Other Payments			~	-	-	-	90	*	-	69	12	11

Amounts paid out of fees of Students:—All the above payments were paid out of the fees of Students excepting 14 l. 12 s. received for Local Annual Subscriptions.

BURNLEY SCHOOL OF ART.

This School is in connexion with the East Lancashire Union of Mechanics' Institutions, and is supported from the funds of that Union.

The rent-charge is nominal and the Amount expended in the purchase of examples, models, and school fittings since the opening of the school has been 50 l. 10 s.

BURSLEM SCHOOL OF DESIGN.

OPERATIONS suspended since 1857; 6,000 L now being raised for the erection of the Wedgwood Institute, which will comprise a School of Science and Art with a Museum and a Free Library and Reading Rooms, for the maintenance of which, Mr. Ewarts' Act has been adopted in its entirety.

W. Woodall, Hon. Sec.

CAMBRIDGE SCHOOL OF ART.

			£. s. d.
Total Amount of Local Annual Subscriptions for 1862 -			- Nil.
Total Amount of Donations since the opening of the School			- 138 17 6
Total Amount paid for Rent in 1862:—Rooms rent-free from	Corporation.		
Firing and lighting			- 10 8 11
" " Buildings			
" Repairs		-	- 5 4 95
n in Prizes		100	-, 111.6
Other Payments -		~ 60	98 13 3

Amounts paid out of fees of Students:—All the payments above-mentioned have been made out of the fees of Students, except the 7 l. 11 s. 6 d. for prizes.

W. J. Beamont, Secretary and Treasurer.

		C	ARMARTI	IEN S	Schoo	OL O	F A	RT.					
(T) . 1 A	4 - C T -	-1 A1 C	1		1000)Î				£. s	
		eal Annual S	_			hool	-			-	_	22 8	0
		nations since	-	ng or	the St	поот	-				_	97 16	-
3)	me para 1	or Rent in 1 Firing and			-	_	_	-	-	-	-	1 16	6
"	29	Buildings		-	100-1	ne	-	-	w-	1007	~	book	
39	22	Repairs		-		tea .	F3801	00 / 00 /	98 - 546	000		- 6	в
Other Payn		in Prizes		-	_	_	_	_	w		_	88 16	- } 1
		fees of Stude	ents -	-	-	-	-		-	-	-	27 6	4
									Tohm '	Thom	aa Li	on. Se	
									our .	L NOW	us, 11	on. Se	c.
		-											
			CARNARV	ON S	CTTOO	T 0T		200					
			JARNARV	CN B	OHOO	L OF	AL	6.L.				£. s	
Total Amou	nt of Lo	cal Annual	Subscription	ons fo	r 1862	2:N	Vil.	The S	chool	l is s	elf-	<i>.</i> 3	. <i>u</i> .
supportin	g.		•										
Total Amou of the sm	nt of Dor all sum r	nations since eccived by th	the opening former s	g of t	he Sch ry.	ool :-	-No	record	l can	be for	ınd		
	nt paid fo	r Rent in 186			t Scho	ol-roo	m gr	anted	free of	f chai	ge.		
29	27	Firing and Buildings	lighting	-	-		-	-	-	-		5 13	
27 22	?? ??	Repairs		-	_	_	_			_	-	1 5	
99	,, ii	n Prizes -	-		-	-	-	-	-	-	-	-	-
0/1 " D							-	-	44	100	-	- California	
Other Payn						_	0.00						
		fees of Stude	ents:—Al	- l paid	out of	fees	of Stu			Mant	y, Ho	on. Se	3.
		fees of Stude	ents:—Al					H		Mant	у, Но	on. Se	3.
Amounts pa	aid out of	fees of Stude	HELTEN	HAM	Scно			H		Manl	у, Но	£. s	d.
Amounts pe	aid out of	fees of Stude	HELTEN	HAM as for	Sсно-	OL O		H		Mant	•	£. s	d. 1 -
Amounts particle Amounts of the Amou	aid out of	Ceal Annual S	HELTEN	HAM as for	Sсно-	OL O		H		Mant	•	£. a 1 1 221 4	d.
Amounts particle Amounts of Amounts Total Amounts Total Amounts	aid out of ant of Loc ant of Do	Ceal Annual S	HELTEN ubscription the Open 862 -	HAM as for	Sсно-	OL O		H		Mant	•	£. s 1 1 221 t 20 -	d. 1 -
Amounts particle Amounts of the Amou	aid out of	Ceal Annual S	HELTEN ubscription the Open 862 -	HAM as for	Sсно-	OL O		H		Mant	•	£. a 1 1 221 4	d
Amounts particle Amounts of the Amou	ant of Locant of Do	cal Annual S nations since or Rent in 1 Firing and Buildings Repairs	HELTEN ubscription the Open 862 -	HAM as for	Sсно-	OL O		H		Mant	•	£. s 1 1 221 t 20 -	d. 1 3 3
Total Amou Total Amou Total Amou	ant of Locant of Do	cal Annual S nations since for Rent in 1 Firing and Buildings	HELTEN ubscription the Open 862 -	HAM as for	Sсно-	OL O		H		Mant	•	£. s 1 1 221 # 20 - 7 8 1 10	d. 1 - 5 - 3 3 - 6 - 6
Total Amou Total Amou Total Amou Other Payn	ant of Locant of Doint paid for	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 - d lighting	HAM ins for ing of	School 1862 the School	OL O	F A	ART.	. P.	-	- 2	£. s 1 1 221 8 20 - 7 8 1 10 38 18	d. d 3 3 3 - 6 5 8
Total Amou Total Amou Total Amou Total Amou Other Payn The whole o	ant of Locant of Donat paid for """, "", "", "", "", "", "", "", "", "	cal Annual S nations since or Rent in 1 Firing and Buildings Repairs	ubscription the Open 862 - d lighting	HAM ins for ing of	School 1862 the School	OL O	F A	ART.	. P.	-	- 2	£. s 1 1 221 8 20 - 7 8 1 10 38 18	d. d 3 3 3 - 6 5 8
Total Amou Total Amou Total Amou Other Payn	ant of Locant of Donat paid for """, "", "", "", "", "", "", "", "", "	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 - d lighting	HAM ins for ing of	School 1862 the School	OL O	F A	ART.	. P.	-	- 2	£. s 1 1 221 8 20 - 7 8 1 10 38 18	d. d 3 3 3 - 6 5 8
Total Amou Total Amou Total Amou Total Amou Other Payn The whole o	ant of Locant of Donat paid for """, "", "", "", "", "", "", "", "", "	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 - d lighting	HAM ins for ing of	School 1862 the School	OL O	F A	ART.	. P.	-	- 2	£. s 1 1 221 8 20 - 7 8 1 10 38 18	d. d 3 3 3 - 6 5 8
Total Amou Total Amou Total Amou Total Amou Other Payn The whole o	ant of Locant of Donat paid for """, "", "", "", "", "", "", "", "", "	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 - d lighting	HAM ins for ing of	School 1862 the School	OL O	F A	ART.	. P.	-	- 2	£. s 1 1 221 8 20 - 7 8 1 10 38 18	d. d 3 3 3 - 6 5 8
Total Amou Total Amou Total Amou Total Amou Other Payn The whole o	ant of Locant of Donat paid for """, "", "", "", "", "", "", "", "", "	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 - d lighting - t of Stude	HAM as for ing of	School 1862 the School 1862 th	OL O	of A	RT.	. P.	-	- 2	£. s 1 1 221 8 20 - 7 8 1 10 38 18	d. d 3 3 3 - 6 5 8
Total Amou Total Amou Total Amou Total Amou Other Payn The whole o	ant of Locant of Donat paid for """, "", "", "", "", "", "", "", "", "	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 - d lighting	HAM as for ing of	School 1862 the School 1862 th	OL O	of A	RT.	. P.	-	- 2	£. 4 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	d 3 3 3 - 6 8 5 8 6 other
Total Amou Total Amou Total Amou "" Other Payn The whole of payments	ant of Locant of Donat paid for "" "" "" "" "" "" "" "" "" "" "" "" ""	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 d lighting t of Stude	HAM as for ing of	School 1862 the School Fees, exchool Fees, e	OL O	of A	RT.	. P.	-	- 2	£. s 1 1 221 8 20 - 7 8 1 10 38 18	d 3 3 3 - 6 8 5 8 6 other
Total Amou Total Amou Total Amou "" Other Payn The whole of payments	ant of Locant of Donat paid for "" "" "" "" "" "" "" "" "" "" "" "" ""	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes	ubscription the Open 862 d lighting t of Stude	HAM as for ing of	School 1862 the School Fees, exchool Fees, e	OL O	of A	RT.	. P.	-	- 2	£. 4 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	d 3 3 3 - 6 8 5 8 6 other
Total Amou	ant of Locant of Dount paid for "" "" "" "" "" "" "" "" "" "" "" "" ""	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes over paid ou ocal Annual S nations since for Rent in 1	ubscription the Open 862 - d lighting t of Stude	HAM as for ing of	School 1862 the School Fees, exchool Fees, e	OL O	of A	RT.	. P.	-	- 2	£. 3 1 2 2 2 2 2 2 3 3 1 4 d. of 4 2 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 0 - 4 2 3 1 0 0 0 - 4 2 3 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	d. d 3 3 3 5 8 6 other 7 6
Total Amou	ant of Locant of Dount paid for "" "" "" "" "" "" "" "" "" "" "" "" ""	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes over paid ou ocal Annual S nations since for Rent in 1 Gas	ubscription the Open 862 - d lighting t of Stude CHESTE Subscriptic the Open 862 -	HAM as for ing of	School 1862 the School Fees, exchool Fees, e	OL O	of A	RT.	. P.	-	- 2	£. 3 1 2 2 2 2 2 2 3 3 1 4 d. of 4 2 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 1 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 - 4 2 3 1 0 0 0 - 4 2 3 1 0 0 0 - 4 2 3 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	d. 1 3 3 3 - 6 8 4 othe
Total Amou	ant of Locant of Dount paid for "" ments - of the above." unt of Locant of Dount paid for "" "" unt of Locant of Dount paid for "" "" "" "" "" "" "" "" "" ""	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes cove paid ou coal Annual S nations since for Rent in 1 Gas Buildings	ubscription the Open 862 - d lighting t of Stude CHESTE Subscriptic the Open 862 -	HAM as for ing of	School 1862 the School Fees, exchool Fees, e	OL O	of A	RT.	. P.	-	- 2	£. 3 1 1 221 8 20 7 8 1 10 38 16 d. of	d. 1 3 3 3 5 8 8 other s. d 7 6 7
Total Amou Total Amou Total Amou "" "" Other Payn The whole of payments Total Amou Total Amou Total Amou "" "" "" "" "" "" "" "" "" "" "" "" ""	ant of Locant of Dount paid for "" ments - of the abs." unt of Locant of Dount paid if "" "" "" "" "" "" "" "" "" ""	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs in Prizes over paid ou ocal Annual S nations since for Rent in 1 Gas	ubscription the Open 862 - d lighting t of Stude CHESTE Subscriptic the Open 862 -	HAM as for ing of	School 1862 the School Fees, exchool Fees, e	OL O	of A	RT.	. P.	-	- 2	£. 3 1 1 221 8 20 7 8 1 10 38 16 d. of	d. 1 3 3 3 6 8 6 other s. d 7 6 7
Total Amou	ant of Locant of Dount paid for "" ments - of the abs." unt of Locant of Dount paid if "" "" "" "" "" "" "" "" "" ""	cal Annual S nations since for Rent in 1 Firing and Buildings Repairs cove paid ou cal Annual S nations since for Rent in 1 Gas Buildings Repairs	ubscription the Open 862 - d lighting t of Stude CHESTE Subscriptic the Open 862 -	HAM as for ing of	School 1862 the School Fees, exchool Fees, e	OL O	of A	RT.	. P.	-	- 2	£. 3 1 1 221 8 20 7 8 1 10 38 16 d. of	d. 1

CIRENCESTER CENTRAL SCHOOL OF ART.

			- 4	A 71.0	~ .	. 0	0								J. 8.	u.
1	Total A	mount of L	ocai	Annual 8	Subscrip	otions	for 186	32	160	-	240	-	-		5 -	Quan
	Total A	mount of L	onat	ions sinc	e the or	pening	of the	Scho	ool	-		- ,			87 10	6
1	Total A	Amount paid	d for	Rept in	1862	-		-	-	-	-	-	•	-	16 -	-
	22	22		Rates ar	nd taxes	im .	-	-	***		100	100	100		3 17	.3
	99	39		Firing a	nd ligh	ting	**	pit .	-	-	-	~		-	11 10	4
	22	99		Building	rs -	-	-	-		-	-	-	-	No.	2 17	3
	22	29		Repairs	-	-	-	-	-	-	-	-	-		- 3	6
	22	29	in	Prizes		-	-	-	-	-	-	No	-	-	Nil.	
	Other :	Payments	-		**	00	-		-	-	-	-	-	~	17 9	3

Amounts paid out of fees of Students: -All paid out of Students' fees.

Henry Zachary, Hon. Secretary.

CLOMNEL SCHOOL OF ART.

£. s. a. Total Amount of Local Annual Subscriptions for 1862 :- None so called, but the Committee of Mechanics' Institute provide gratuitously, premises, secretary, cleansing, and attendance, value 45 l. Total Amount of Donations since the opening of the school, for Prizes 80 Total Amount paid for Rent in 1862 Firing and lighting 99 99-Buildings Nil. 22 Repairs Nil. 22 22 in Prizes 5 Other Payments 3

Amounts paid out of fees of Students:-Committee's proportion of fees for 1862 amounted to 81. 17 s. 8 d., which goes towards firing and lighting.

CORK SCHOOL OF ART.

£. s. d. Total Amount of Local Annual Subscriptions for 1862:-There are no local annual subscriptions, as such; but advantage has been taken of Mr. Ewart's Museums and Libraries Act, by means of which an annual sum of 172 l. has been paid to the school since the year 1855. Total Amount of Donations since the opening of the School 80

Students' Fees for 1862, Central and Out-Schools 238 Total Amount paid for Rent in 1862 60 Firing and lighting 32 Buildings 59 Repairs 16 9 in Prizes 26 10 Other Payments - 308

Amounts paid out of fees of Students:-Master's salary, aid in teaching, examples of art, advertising, fire and lighting, furniture and fittings, freights.

Thos. S. Dunscombe, Secretary.

13 15 6*

COVENTRY SCHOOL OF ART.

												OW 8	00	600
Total Am	ount of Loca	l Annual Subsc	ription	is for	1862		-	-	~	-	-	109	8	-
Total Am	nount of Dona	ations since the	openi	ng of	the	Schoo	ol in 1	844:-	-The	sum	re-			
ceived	in donations	for the new buil	lding i	s 2,22	27 l. 13	38.6	d. Th	is of	course	does	not			
include	the annual	subscriptions.	Many	dona	tions	are :	also a	nnual	ly rec	eived	for			
special	purposes, as	prizes, &c., the	total	amoui	at of	whiel	h the	presen	t secr	etary :	has			
	ns of ascertai													
Total An	nount paid for	r Rent in 1862	-	1.00	199		C COM	190-	1 00.1	c.	-	20	-	-
22	'99	Firing and lie	hting	-			-				1997	25	4	5
29	22	Buildings -	-	-	-	-	2,681	-	196	-	-	1	Vil.	
		m .										7	Tell	

Other Payments 245 14 10 Amounts paid out of fees of Students:-The amounts paid to the Masters exceed the whole amount of the Students' fees.

* From the funds of the School. Most of the prizes are given by private donors, and are not passed through the accounts.

in Prizes

DARLINGTON SCHOOL OF ART.

		I. s.	d.
Total Amount of Local Annual Subscriptions for 1862			
Total Amount of Donations since the opening of the School to December 1862		- 23 2	2 _
Total Amount of the Annual Subscriptions from the opening of the School in	1857 t	0	
December 1862	-	- 219 19	8
December 1862	- ;:	• 30	
,, Firing and lighting		- 8 12	6
,, ,, Buildings		- Nil.	
,, Repairs			1 5
in Prizes	-	- 10 -	
Other Payments	· *1 · · ·	- 49 9	4

Amounts paid out of fees of Students:—One-third of the fees of Students amounting in 1862 to £.24 17 s. 4d. is retained for the general expenses of the school, the remaining two thirds being paid to the master.

DEVONPORT SCHOOL OF ART.

													000	o. u.	
Total amo	unt of I	Local .	Annual Sub	script	ions fo	or 186	2			1		• "-			
Total Amo	ount of	Donat	ions since t	he ope	ning	of the	Scho	ol	-	-	-	About	200		
Total Amo	ount pai	id for	Rent in 186	32		-			-	-			15		
22	97		Firing and	lighti	ng		-	-	-	• " "				,	
59	22		Buildings	-		-	~	-	ME .	=	-		N:	il.	
22	29		Repairs	-	-	-	-	-	-	-	-		12		
22	92	in	Prizes	-		-	-		-	-	-	- No	local	Prizes	3.
Other Pay		-		-	-	-	-		-	-	-		13	-	

Amounts paid out of fees of Students:-The whole.

DUBLIN SCHOOL OF ART.

												£. s. d.
Total Amou	int of Lo	ocal Annual S	ubscrip	tions	for 18	62 (pa	id by	the F	Royal	Dubli	n Soci	ety
out of its	private	funds) -	-	-	-	-	-	-	-	-		- 114 19 5
Total amou	nt of De	onations since	the op	ening	of th	e Scho	ol			-	-	1,411 18 3
Total Amou	int paid	for Rent in 1	862	-	~		-	-	-	-	-	- Nil.
,,	22	Firing an	d light	ing	-	-		-	-	-	-	- 16 4 11
22	25	Buildings	-		-	-	-	-	-	-	~	
29	27	Repairs	~		-	- '	-	-	-	-		- 7 7 8
22	29	in Prizes -	-	-	-	~			-	~	-	- 36
Other Payr	nents .		-	44	**	•	-	-	-	-		- 381 17 9

Amounts paid out of fees of Students:—All expenses in excess of £.160 19 s. 5 d. have been defrayed out of the fees of Students.

DUNDEE SCHOOL OF ART.

	£.	s.	d.
Total Amount of Local Annual Subscriptions for 1862	1	Nil.	
Total Amount of Donations since the opening of the School:—£.837 15 s. 6 d., con-			
sisting of £.101 10 s. 6 d., subscribed in 1853-4 for expenses of establishment of			
School of Art, and for the purchase of casts, examples, &c. and £.736 5s., being			
the proportion of £. 1,472 10 s., subscribed from 1858 to 1859 for the erection of			
class rooms, of which the School of Art occupies one-half.			
Total Amount paid for Rent in 1862	-	Nil.	- 4
" Firing and lighting	17	7	9*
Buildings†			
,, Repairs +		_	
", in Prizes	21	10	-
Other Payments	2	7	6

* Paid out of Students' fees.

† The other expenses of the School of Art, besides the above, such as salaries of Secretary, Treasurer, and Janitor, Repairs, &c., cannot be separated from the general expenses of the High School of Dundee, of which the School of Art is a department, its class-rooms being in the Building of the High School of Dundee.

Dan. Ewing, Secretary.

DURHAM SCHOOL OF ART.

Total	Amount of	Local	Annual Su	hearin	tions	fan 76	0.00							£.	8.	d.
Total	Amount of	Donat	innam ou	pscrip	nons	10L 19	302	-	-	-	•		-	35	2	6
Total	Amount of Amount pa	id for	Ropt in 10	the op	ening	of the	e Sch	ool	*	400	-	œ		104	4	-
10001	zamount pa	101	reene in 18	02	-	• '		-	-	-		-		30		_
23	• • • • • • • • • • • • • • • • • • • •		Firing and	lighti	ng					-		-		7	10	2
22	' 99		Buildings	-	•		- 1	-	~	- 1					Nil	
23	, ,,		Repairs.				•		-	-		_	- 1	3	7	
0.1			Prizes		-		- ,	-	-	-	-	-			Nil	
Other	Payments	-	-	•	•		-		-	-			-	117	2	4

The fees of Students (140 l. 8 s. 6 d.) and annual subscriptions go into one fund, out of which these payments are made.

W. Greenwell, Secretary.

EDINBURGH SCHOOL OF ART.

Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School	£.	s. Nil. Nil.	d.
Total Amount paid for Rent in 1862:—Class-rooms and other accommodation for the School of Art are provided free within the Royal Institution, a building which is		1911.	
the property of the Board. The computed Rent of that portion of the building so			
Total Amount paid for Firing and lighting	300 58	9	4
" " Buildings		Nil.	-
" Repairs in Prizes	62		5
Other Payments -	806	Nil.	7
Amount of Fees, &c. for the year of instruction 1862-63, the whole of which was			
annual to the uses and maintenance of the Salaal	616	13 1	0

Board of Manufacturers, Edinburgh, 4th May 1864.

James Wilson, pro Secretary.

EXETER SCHOOL OF ART.

Total	Amount of	Logol	Annual S	n ha ani		.C.	3000							£.	S.	d.
Total .	Amount of	Danas	Aunuai S	uoscri	ptions	ior	1862			-	100	-	-	31	8	-
Total .	Amount of	Donat	ions since	the o	pening	of t	the Sc	hool	-	***		-	-	84	1	6
lotal.	Amount pa	ad for	Rent in 1	862	-			-		100	-	-		39	12	
23	29		Firing an	d ligh	ting	œ	-		-	-	-	-				7
"	72		Buildings	-		-	-	<u>-</u>	-	-			_	00	Nil.	
22	22		Repairs		2	_	-	_						00		
29	12	in	Prizes		-			_		_	_	-			14	
	Payments										-		Table 1		Nil,	
	_ 00			_	-	_	-	-	-	-	-	-	-	53	15	-

GLASGOW SCHOOL OF ART.

Total Amount of Local Annual Subscriptions for 1862 - Total Amount of Donations since the opening of the School			£. s. d. Nil.
Total Amount paid for Rent in 1862 (estimated at)			3,849 8 4
Firing, and lighting, and water	· ·		. 232
		-	54 11 4
" Buildings, Insurance	-, -, -	10 - 1 -	12 9 2
" Repairs, Building:-Examples and	general items	of annual	
expense			75 14 9
m Prizes			Nil.
Other Payments			
Amounts paid out of the fees of Students:—The whole of the			363 8 11
fees received but so the remarks	e payments ar	e from the	
fees received, but as the payments excede the receipts the	balance is car	ried to the	
debt of the School with the banks—Receipts -			632 13 6
Balance against the School -			
	1 1		105 10 8

GLOUCESTER SCHOOL OF ART.

											£.	s.	d.
Total Amount of Lo	cal Annual Su	bscription	s for	1862		-	en.	-		-]	Nil.	
Total Amount of D	onations since	the openia	ng of	the S	chool	ls (inc	luding	the	donati	ons			
given to start the	School at the	commence	ment) -			-	-	-	-	223	1	9
Total Amount paid	for Rent in 18	62 -			200	m-	-	**	-	**	. 36	-	- Transport
	Firing and	llighting	-	-	de		-	· -	2 4	-	9	7	. 6
9% 27 . 99 27 .	Buildings	-	w-	-		96	-	-	Short.	-	-	_	
22 . 22	Repairs		-			-		-	100	-	30	9	2001
22 22	in Prizes	ga 99					-	-		, m			
Other Payments -			-	-	-	90		-	-	-	11	19	3
						2 0				. 1	1	68.5	120

Amounts paid out of fees of Students: - All the fees received from pupils are carried to the general account.

E. Viner Ellis, Treasurer.

GREENOCK SCHOOL OF ART.

Total Amount of Local	Annual Su	bscriptions	s for	1862		-	-	en .	-	_	Nil.	u.
Total Amount of Done	tions since	the openin	o of	the S	chool	-	mir .	165			00 -	
Total Amount paid for	Rent in 18	62 -	-	-	Sib r	de .	w	-	-	-	Nil.	
29 29	Firing and	d lighting	66	000	ew .	w	100	-	-	-	-	
22 22	Buildings		-	-	100	*	*	-	-	air		
	Repairs			•				-	-	-		
77 _ 77	n Prizes				_		-	-		_	-	
Other Payments -			(m	-	-	-	-	_	-	-		

Amounts paid out of fees of Students: -None.

Independently of the Central School, the teacher was engaged in several other schools, giving

lessons to from 400 to 500 pupils.

The secretary to the Greenock School of Art is under the necessity of explaining that the master Mr. Daniel Urie, died since 1862, and his books do not give the information required. He, however' filled up the schedules furnished by the Committee of Council on Education, and these Returns are in the hands of the Department. The late master drew all the fees, and got advances besides for which individual members of the committee are responsible.

A. Mackenzie, Secretary.

HANLEY SCHOOL OF ART.

												£.	S.	a.
Total Amount of Loc	eal Annual Su	ıbscri	ptions :	for	1862		-	-	-	-		127	2	6
Total Amount of Do	nations since	the o	pening	of	the S	chool	(invest	ed at	five	per Cen	t.;			
the interest given	vearly in five	scho	larship	8).	-		-	*		100	-	250		4000
Total Amount paid	for Rent in 1	862	- "	-	_	-		86	-		-	50	papin	-
-	Firing an	nd lig	hting	_	-	-	-		-	-	-	38	1	5
29 39	Building		-	-	-	-	-	-	-	-	-	-	_	
27 27	Repairs	-	-	-	-	-		· ·	-	-	-	13	13	$5\frac{1}{2}$
2) 19	in Prizes	-	-		-	-			-	-	-	20	2	-
Other Payments -				dia.		-		-	, w		-	31	13	61
Other Layments -														

HEREFORD DRAWING AND MODELLING SCHOOL.

The school has been closed for some time. The master receives no payment either in fees or salaries. F. Owen Fowler, late Hon. Sec.

HULL SCHOOL OF ART.

											£. s. 6	d.
Total Amount of Lo	ool Annual Si	ubscriptio	ns for	1862						-	Nil.	
Total Amount of De	-	-	÷.		- 3	149 10	-					
Total Amount paid	for Rent in 1	862		-	-			œ	~		20 -	-
	. Firing an	d lighting	gr:	~	-	98	-	-	-	-	24 10	2000
27 27	Building	g = '	=	16 °	-	-	-	-	ni.	es.	_	
29 '97	Repairs		-	-	-	Tale .	-	-	œ	. •	-	
22 22	in Prizes	. 4	5-	w	* 🖦	-	-	-	-	**	10	_
Other Payments -			-	-	-	•	-	-	-	-	10 -	

Amounts paid out of the fees of Students:-The whole of the above.

App. No. 15.

IPSWICH SCHOOL OF ART.
Total Amount of Local Annual Subscriptions for 1862 - Nil. Total Amount of Donations since the opening of the School - Nil. Total Amount paid for Rent in 1862 - 21 - Piring and lighting - 19 18 - Buildings - 19 18 - Piring and lighting and lighting - Piring and lighting - Piring and lighting and lighting and lighting - Piring and lighting and light
George C. C. Buch, Hon. Sec.
KIDDERMINSTER SCHOOL OF ART (Established March 1862.) £. s. d. £. s. d. Total Amount of Local Annual Subscriptions for 1862 42 6 5 Total Amount paid for Rent for 1862 27 2 - Total Amount paid for Rent for 1862 23 Firing and lighting Buildings " Repairs " " In Prizes Other Payments, if any Total Amount paid for Fittings and Examples, £.66 6 6 86 1 8 Amounts paid out of fees of Students:—The sum of 22 l. 8 s. 4 d., part of the fees (residue paid to the master) was carried into the General Fund. Arthur J. Dery, Hon. Secretary.
LANCASTER SCHOOL OF ART.
Total Amount of Local Annual Subscriptions for 1862 None. Total Amount of Donations since the opening the School None. The cost of fitting up the school rooms and furnishing them with examples, models, &c., was defrayed out of a fund amounting to 750 l. raised by public subscription for the purpose of purchasing premises and converting the same into a Mechanics' Institution and School of Art.
Total Amount paid for Rent in 1862 "Firing and lighting hours are supported by students (about 28 l. per annum) a sum of 55 l, has been handed to the treasurer of the institute towards cost of lighting and warming the School of Art for seven years; every other Payments, if any other Payments, if an
Amounts paid out of fees of Students - None. The one-sixth of school fees is appropriated annually to the payment of the salary of school keeper (20 l. per annum), advertising and sundries, the above 55 l. being the balance after such payments being made.
Wm. Whelon, Secretary.
LEEDS SCHOOL OF ART. £. s. d. Total Amount of Local Annual Subscriptions for 1862 71 15 6 Total Amount of Donations since the opening of the School from (1846 Donations 449 7 10 to 1863) Subscription 808 3 -

LEEDS SCHOOL OF ART.												
										£.	S.	d.
Total Amount of Local	Annual Sul	script	ions f	or 186	32 -			-	-	- 71	15	6
Total Amount of Donat	tions since 4	the op	ening	of the	Sch	ool from	(184	6 Do	nations	449	7	10
to 1863)			-				-	-\ Sub	scription	a 808	3	
Total Amount paid for	Rent in 186	2	_	_				-	ar T	- 28	-	-
23 22	Firing and I	ightin	g-	pp 1		- 190	-	**	AND .	- 21	15	11
,, ,, 1	Buildings	-	= .	· ·			-	- 199	-			
									1990	- 15	15	7
	Prizes								· ·	- 29	3	10
Other Payments -						-	100		on.	- 39	2	7

Amounts paid out of fees of Students: -£. 35 9 s. 6 d. has been paid from Students' fees towards the general expenses.

App. No. 15.

LIMERICK SCHOOL OF ART.

						£.	8. 0	l.
Total Amount of Local Annual Subscriptions for 1862 -	-	in .	-	-	-	N	lil.	
Total Amount of Donations since the opening of the School	-	m "	-	**	- 1	300	· .	Name .
Total Amount paid for Rent in 1862	-	-	20	-		10	·	-
Firing and lighting	-	-	- 1	-	*	12	- ' -	-
Buildings	-	-	-			-	_	
,, ,, Repairs	•	-	_	-	•	3		-
,, in Prizes	-	•	-		-			
Other Payments	-	-	~	•		21	900 (-

Amounts paid out of fees of Students :- £. 36.

LIVERPOOL (NORTH DISTRICT) SCHOOL OF ART.

								\pm . s. d.
Total Amount of Local Annu	al Subscripti	ons for	1862		-		-	- None.
Total Amount of Donations	since the oper	ning of	the Sc	hool	-	-" - "		- 61 7 ~
Total Amount paid for Rent	in 1862 -	-	-	in .	-		-	- 9 9 -
,, ,, Firing	and lighting	<u>p</u> =	-	-	-	-		
		~	7	-	-,	•	•	
, Repai	rs				-			None.
	§ .* .*			2				*
Other Payments -				-		-	1	-)

Amounts paid out of fees of Students: -£. 7 18 s. 6 d.

J. Gregory Jones, Secretary.

LIVERPOOL (SOUTH DISTRICT) SCHOOL OF ART.

THE School is a sectional division of the Liverpool Institute, which is a self-supporting establishment. Neither the School of Art, nor any other Department of the Liverpool Institute, is aided by local annual subscriptions, other than the fees paid by students for instruction.

No donations of money have been made specially to the School of Art since its establishment, but it has shared in common with the other Departments of the Institution, in the use of the building and appliances provided by public subscription in 1835-6, and in numerous donations made subsequently to the Liverpool Institute. The School of Art has been in existence in this institution since 1825, but its recognition by Government as a Local Government School dates from 1855.

The School is not charged with rent, nor is it specially charged with any expenses except masters' salaries, examples, new furniture, fittings, &c., the yearly cost of which (excepting salaries) is small. The students' fees have yielded, of late, after payment of salaries, and for examples, &c., an average annual surplus of 60 l. to 70 l, which has been carried to the credit of the "General Expenses" account of the Liverpool Institute. If the School of Art had to pay rent and for gas, coals, office expenses, &c., the students' fees, as at present, would be insufficient, to a large amount. It is therefore supported by the students' fees, and by the profits derived from other educational departments of the Institution, as well as by exemption from rent, due to the foundation subscriptions of the Liverpool Institute above referred to.

MACCLESFIELD SCHOOL OF ART.

														£.	8.	a.
Total Amou	4 .CT	1	Ammuel Co	haanis	ntions	for	1969		2.11		-			52	10	-
Total Amou	nt of L	ocai	Annual St	theory	ptions	101	the Sohr	ool		â	á		-	46	15	7
Total Amou	nt of D	ona	tions since	tue of	ening	01	THE SCH	w .						40	-	100
Total Amou	nt paid	ior	Rent in 18	02	-								-	16	10	7
27	97		Firing and				_	-		-	-		-	20	-	
79	99		Buildings	-	-	gia.		ÇER .	-	-	gás	-	-	0	11	2
	49		Repairs	-	-			-	-	-	-	-	-	2	11	_
99 ,	,,	in	Prizes		-	-		-	-	-	im	-				17
Other Paym	ents -			-	-		4	-			an .		iii	67	10	6

MANCHESTER SCHOOL OF ART.

										£.	8.	d.
Total Amount of L	ocal Annual Subs	criptions f	or 180	62	-		~	40	-	221	2	unt
Total Amount of D	onations since the	opening o	of the	Schoo	ol	-		, 60	w.	2,516	11	
Total Amount paid	for Rent in 1862	'	-	-		· .	· ,	• 5	-	167	10	-
22 22	Firing and lig	chting	are .	-	on ,	-	~ .	na .	-	49	14	_
22 22	Buildings	-0 -	-	-	-	-	40	-			_	
27 27	Repairs		-	-					-	50	7	10.
22. 22	in Prizes -		-			-			-		-	
Other Payments, in	ncluding Salaries,	Printing,	Adve	rtising	, &c.	•	· de	•,	-	743	7	11
Amounts paid out	of fees of Students		-		•	- 4	•	•	-		-	

Richard Aspden, Secretary.

METROPOLITAN SCHOOLS.

FEMALE SCHOOL OF ART, 43, QUEEN-SQUARE.

Total Amount of Loca	al Annual Subse	criptions f	or 1862	-	. '			* £.	2	d.
Total Amount of Don		_						2,341	14	3
Total Amount paid for	r Rent in 1862 Firing and lig Buildings	hting	**			-		30	7	6
99 92 9 99 92 93 99 99 IX	Repairs -				-	~ <u>.</u>		17,3 - 177		
Other Payments -		• • 7		• . •	11. 12	19 . Lang	3., 4. 5	. 456	4	1 5

Louisa Gann, Superintendent.

s. d.

LAMBETH SCHOOL OF ART.

	£.
Total Amount of Local Annual Subscriptions for 1862	
Total Amount of Donations since the opening of the School:-For building,	
1,065l. 18 s. 7 d., exclusive of Government Grant, 285 l. 12 s. 2 d., and Con-	
versazione at South Kensington, 189 l. 1s. 5 d. Since October 1857, 15 l. The	
Treasurer of the previous year is dead, and the accounts are not in our possession;	
but there were subscriptions for the previous years, 1854-1857.	- 4

E	our mere	Mata an	Daci	Thuome	101	mo pro	IOUS	J Curing	100	T-1004	•				W		
Tot	tal Amou	nt paid	for	Rent is	n 18	62	-	· .		-		-		ten .	1	Vil.	
	40			Firing	and	lighting	ys.	-	-	-		-		-	50	10	1
	22	27	٠	Buildin	gs 8	nd furn	ishin	ig °	-	-		- "	-	•	15	1	8
	,,, ,,,	99		Repairs	3	-	-	-	-	~	-	-	-	-		17	9
	27	22	in	Prizes:	$-I_1$	ncluded	in aı	nother	bill,	but the	am	ount is	very	small.			
Otl	her Payn				-	-		an .		-	-	~ .	-	-	40	7	5

Amounts paid out of fees of Students:—The whole. There was a deficit on the year's accounts of 1 l. 15 s. 5d.

Robert Gregory, Chairman.

St. Martin's-in-the-Fields School of Art.

Total	Amoun	t of L	ocal	Annua	l Sub	scripti	ons f	or 186	2	-			•	-	£. s. Nil.	
Total wa	Amounts raised l , in 185	t of C in dor	Oons	tions si	nce th	e ope	ning	of the	Se	ehool: 1854,	– The	e sum furthe	of 26 er sum	4 <i>l</i> . of		
Total	amount	naid	for	Rent in	1862				_			-	-	-	Nil.	
	99	92		Firing a						-	-			-	41 13	-
	79	95		Building			w '		on	-	-		-	~	-	
		22		Repairs	and c	eleanir	ıg.	-	-	in .	e #4			-	18 8	-
	25	93	in	Prizes	- 1	-	-	-	-	000	-	-		-		

Amounts paid out of fees of Students:—The whole of the above amounts have been paid by the Students' fees, with the exception of 4 l. received from the Department for Free Students.

R. G. Maul, Hon. Sec.

137 - 8

Other Payments

Other Payments

ST. THOMAS CHARTERHOUSE SCHOOL OF ART.

						£. s. d.
Total Amount of Local Annual Subscriptions for 1862 -		-	w .			150 6 9
Total Amount of Donations since the opening of the School		- "	-	- ,	-	None.
Total Amount paid for Rent in 1862	-	-	w	~	in	None.
,, ,, Firing and lighting		**	-	-	***	2 7 10 _
" Buildings		-	-	-	49	-
" Repairs		-		-	94.,	6
" " in Prizes		-	*	-	₩, ,	9 9 _
Other Payments, Master's Salary, Cleaning, and Attendance		*		**	ec.	99 5 2
Amounts paid out of fees of Students:-The above expenses ha	ive be	en pa	id out	of St	uden	ts' fees only.

MARYLEBONE AND WEST LONDON SCHOOL OF ART. (Opened in May 1862.)

填		£	. S.	d.
Total Amount of L	ocal Annual Subscriptions for 1862	- 4	5 5	-
Total Amount of D	Onations since the opening of the School Donations - Annual Subscriptions	- 99	- 101	-
		-1 19	9 19	-
Total Amount paid	for Rent in 1862	- 104	5 -	-
21 22	Firing and lighting	- 2	5 - ~	The last
29.1 27 ,	Buildings		-	
11 21	Repairs	- 30	10	-
99 " 1 99	in Prizes	m .	-	
Other Payments -		- 10) [

Amounts paid out of fees of Students:—The whole fees of Students absorbed by current and general expenses; the master receiving no remuneration, but having to lend money to the School to the amount of 35 l., in order to meet rent, &c., when due. Loans, or donations, from Members of the Committee, added to this, were the only means of preventing the School from being closed in its first year.

M. J. Lomax, Secretary.

ROTHERHITHE SCHOOL OF ART.

Total Amount of Local Annual Subscriptions for 1862. Total Amount of Donations since the opening of the School.	No Subscriptions; but the Rector of the Parish pays all expense beyond what remains of the receipts after one-fourth has bee paid to the drawing master.	s n
Total Amount paid for Rent in 186	2	
" " Firing and	lighting	
" " Buildings	Not calculated, but paid by the Rector when mone	y
Repairs in Prizes	is needed.	

Edward Blick, Rector of Rotherhithe.

HAMPSTEAD DISTRICT SCHOOL OF ART.

											£.	8.	d.
Total Amount of Loca	d Annual S	ubscriptions	s for	1862	-	ш,			-	-	_ Ni	il.	
Total Amount of Done	ations since	the opening	g of	the Sc	hool		-	-	-	-	4	7	6
Total Amount paid for	r Rent in 18	362				-	-	-	-		21	7	6
9₹ 99		d lighting J											
23 · 27	Buildings					.0					N	il.	
59- 59 .	Repairs	} . "	-	•		-	-			_	24	LLq	
11 11	n Prizes	l									1 2 2	10	77'
Other Payments -	a ==		-	*	-	94.	and .	-	w.	-	10	10	4

Amounts paid out of fees of Students:-The whole out of the fees of Students.

CHRIST CHURCH DISTRICT (St. George's, East), School of Art.	
Total Amount of Local Annual Subscriptions for 1862. Total Amount of Donations since the opening of the School. Total Amount of Donations since the opening of the School. Total Amount of Donations since the National Schools, and other parochial matters.	. d.
otal Amount paid for Rent in 1862:—The room, being the Girls' National School, is granted by the Committee free. Firing and lighting:—Found by the School Committee from	
" the General Fund. "Buildings - Nil. "Repairs:—Found by the School Committee from the General	
Funds.	
Total Amount part in 1 11265	
Other Payments: 1. The Secretary, half the fees 2. Printing, Stationery, Attendant, and Incidental Expenses, \(\frac{1}{4}\) fees 3. Paid over to Department the Fourth of Fees 5 10	9
Amounts paid out of fees of Students:—The above are paid out of the Students' fees, and si No. 2 exceed, the balance is made up from the General Fund at the disposal of the S Committee.	hould chool
SOUTH KENSINGTON LOCAL SCHOOL.	
Total Amount of Local Annual Subscriptions for 1862 Ni Total Amount of Donations since the opening of the School Ni	
Total Amount paid for Rent in 1862 - Firing and lighting Nil; being held in National Art Training School.	
Total Amount paid in Prizes 89 Other Payments N	
Amounts paid out of fees of Students Ni	1.
A	
G Company on Appr	
	s. d
Total Amount of Local Annual Subscriptions for 1863 25 Total Amount of Donations since the opening of the School Not ascerta	
Total Amount naid for Rent and Taxes in 1863	3 -
Firing and lighting	3 3 il.
Kengira	9 1
Total Amount paid in Prizes:—Nothing: the embarrassed state of the School requires	
that the interest of a prize fund of 440 l. should be used for current expenses.	2 2
I forward a return of subscriptions and navments during the year 1863. In consequence	of th
decease of our secretary, Mr. Dear, I am unable to ascertain the amounts for 1802, as requested	u.
S. F. Mills, Ma	ster.
THE CONTROL OF ARM	
The state of the s	s. 0
Total Amount of Local Annual Subscriptions for 1862 No. 1862	iil. 13 -
Total Amount paid for Rent in 1862	fil.
Lighting 12	Til.
,, Danings	Vil.
Total Amount paid in Prizes	Vil.
Other Payments, for gas and other fittings of School 26	2
Amounts and and of face of Students. The belonge of the donations and expenses was pa	id fro

Amounts paid out of fees of Students:—The balance of the donations and expenses was paid from the fees of the Students.

App. No. 15.

NEWCASTLE-ON-TYNE SCHOOL OF ART.

Total Amount of Local Annual Subscriptions for 1862 -	-	-		F + m	£. s. d.
Total Amount of Donations since the opening of the School	•	. •	•	•	Not known.
Total Amount paid for Rent in 1862	-	-	-	7	- 34 12 _
" Firing and lighting Buildings and Repairs	•	-	₩,		- 22 12 _
", Buildings and Repairs	-	•	~		- 11 12 3
Total Amount paid in Prizes	-	~	-		5 11 6
Other Payments	-	-	-	**	- 66 - 10

Amounts paid out of fees of Students:-109l. 7s. 2d. of above sum paid out of fees.

James Leathart, Hon. Secretary.

NORWICH SCHOOL OF ART.

Total Amount of Local Annual Subscriptions for 1862 87 15 - Total Amount of Donations since the opening of the School *427 15 6 Total Amount paid for Rent in 1862 None. "" Firing and lighting 23 12 6 "" Buildings None. "Repairs 5 8 - Total Amount paid in Prizes 208 14 7											£.	S.	d.
Total Amount paid for Rent in 1862 None. """ Firing and lighting 23 12 6 """ Buildings None. """ Repairs 5 8	Total Amount of Local Annual Subsc	eription	s for	186	2 -		-	-	-	-	87	15	-
" Firing and lighting 23 12 6 " Buildings None. " Repairs 5 8 - Total Amount paid in Prizes 10	Total Amount of Donations since the	openin	g of	the i	Schoo	ol -			100	to .	*427	15	6
" Buildings None. " Repairs 5 8 - Total Amount paid in Prizes 10	Total Amount paid for Rent in 1862		-		-	-	-	-	-	-	N	one.	
Total Amount paid in Prizes	" " Firing and light	hting	-		de	-	-	-	•	-	23	12	6
Total Amount paid in Prizes	" " Buildings -	-	-	-		-		-		1	N	one.	
	Repairs -	-	-	-		-	-	- Case			5	8	-
Other Payments 208 14 7	Total Amount paid in Prizes -	7	-	*	-	•	-	•	-	-	10	_	-
	Other Payments	-	-					-	-	-	208	14	7

Amounts paid out of fees of Students:—There is but one banking account for the School and all moneys are paid into it.

* £. 247. 19 s. of this amount was raised by a Fancy Bazaar in the year 1858 to free the School from debt.

PAISLEY SCHOOL OF ART.

Total Amount of Local Annual Subscriptions for 1862 (in 1862 there was a subscription applied for to defray an accumulation of debt, and £. 62. 15 s. was got) -													None.			
Total Amount of Dodonations by the	Membe	rs of P	arliam	ent of	the	the Se	chool ((being be di	amo stribu	unt of	f ann Pri	ual				
and for free Stude	entship	s) -	• .	-	pr		-	-	-	•	-	-	105	-	-	
Total Amount paid	for Re	nt in 1	862		_	-				-				_		
22 . 22	Fir	ing and	llighti	ing	-	-	-			-	-		12	10	7	
27 27	Bu	ildings,	formi	ng ne	w S	treet	-		-	on .			*28	11	3.	
27 27		pairs					-	-	-,	-		-	*42	14	6	
99 99	Ex	penses	of Her	itable	gro	und	-	~	~			-	*10	11	1	
Total Amount paid	in Pr	zes		-		-		-	-	-	-	~	4	11	2	
27 22	for Int	erest or	Mort	gages		-	• :	-	-	-	•	-	54	-	-	
Other Payments -	-	-	-	-	-	•	-	-	<u>-</u>	-	•	•	52	12	6	

The year 1862 was an exceptional year; the subscription of 62 l. 15 s. was applied in payment of the items marked thus,* which do not form part of the usual annual expenditure. The annual expenditure for repairs very seldom exceeds 4 l. The property in which the school is situated belongs to the Directors; it was built upon ground acquired in 1846 by public subscriptions; it cost 3,000 l., and the subscriptions amounted to 1,800 l., leaving 1,200 l., which the Directors had to borrow on the security of the property.

The income of the School is derived from the rents of the property not required for school purposes, which amount to 77 l., and the proportion of school fees which, in 1862, amounted to 55 l. 14 s., and in no year has the income exceeded the expenditure. The whole nine-tenths of the fees has been required to pay the annual expenditure, and under the new arrangement, which provides for the fees being wholly free to the master, the school will necessarily go down.

William Hodge, Hon. Secretary.

App. No. 15.

PENZANCE SCHOOL OF ART.
Total Amount of Local Annual Subscriptions, 1862
Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Firing and lighting
,, Firing and lighting - 4 8 8
Firing and lighting - 4 8 8 Buildings - Repairs - Repairs - 18
Total Amount paid in Prizes
Amounts paid out of fees of Students:—Nothing so distinctly paid.
W. K. Rodd, Secretary.
PRESTON SCHOOL OF ART.
Total Amount of Local Annual Subscriptions for 1969
10tal Amount of Donations since the opening of the School. Expended in the same
*Total Amount paid for Rent in 1889 about
" " " " " " " " " " " " " " " " " " "
" Repairs - Nil.
Total Amount paid in Prizes Other Payments
Amounts paid out of fees of Students:—The head master Mr Gilbert receives the students' fees
the Government allowance, and takes upon himself the responsibility of conducting the school. * Note.—The Mechanics' Institution, where the school is held, charges no nominal rent for the
accommodation, but the members of the institution are admitted to the school at reduced charges, the difference between which and the regular rate amounts to about 20 l. per annum.
R. J. Edmondson, Secretary.
READING SCHOOL OF ART.
0 1
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Nil. Nil.
Total Amount paid for Rent in 1862
Total Amount paid for Rent in 1862 "" Firing and lighting - 10 - 10 - 10 - 10 - 10 - 10 - 10 - 1
Total Amount paid in Prizes
Other Payments
Amounts paid out of fees of Students:—All paid out of students' fees.
SHEFFIELD SCHOOL OF ART.
Total Amount of Local Annual Subscriptions for 1862 - 183 11 -
1843 to 1845. No record.
1846 to 1852. General donations to the School • 183
Total Amount of Donations since the opening of the School - School - School - 3,790 3 7
Legacy 10 11 6
Proceeds of a Bazaar for new School - 1,934 9 1
5,918 4 2
Total Amount paid for rent in 1862:—No rent; but interest on the debt on the new
School (1,500 t.) has been paid, amounting to -
Buildings - 54 6 9
Total Amount poid in Prizes
Other Payments 1000 2001 10 2000 1 10 2000 2 10 2000
412 15 1
Amounts paid out of fees of students:—Half the school fees were paid to the masters, and the other half applied with other income of the school in making the above payments (except the item

half applied with other income of the school in making the above payments (except the item 46 l. 15 s. for prizes, which was paid out of money specifically contributed by the donors).

B. Wightman, Hon. Sec.

App.	NO	35.

SOUTHAMPTON SCHOOL OF ART.

	, , , , ,				,						£.	3.	d.
Total Amount of Local Annual S	ubscri	ptio	ns for	1862			-40	-		-		Nil.	
Total Amount of Donations since	the or	peni	ing of t	ne Sch	ool :-	-Abo	ut 200	L p	rior to	the			
opening of the School, and abo	out 10	0 %.	since.	Total,	, abou	t	~	-	60	pit.	300		
Total Amount paid for Rent in 1	862	-	-	-		un.	***	-	-	-	25	omo ²	
Firing and	llight	ing	-	-	-	cm.		-		-	7	8	6
" Buildings		-	-	-	-		-	-	**	-		Completions	
Repairs		-00	pt.	-	-		-	COM	-	200		-	
Total Amount paid in Prizes		-	-	-	-	440	40-	-	-	-	2.4		
Other Payments	-	-	-	-	***	80	-	-	-	-	14	9	ting

Amounts paid out of fees of Students:—All these amounts have been paid out of the fees of Students.

STOKE-UPON-TRENT SCHOOL OF ART.

	J		Ubo
Total Amount of Local Annual Subscriptions for 1862	133		-
Total Amount of Donations since the opening of the School:—I am unable to supply the	is info	rmai	tion.
Total Amount of Donations since the opening of the Sound in with the Hanlay and B	relam	Sch	ofen
The Stoke School was for some years carried on in conjunction with the Hanley and B	MIDICITI	COLL	7
(1) 1 · · · · · · · · · · · · · · · · · ·	o sepa	n are	and
distinguish the various Donations. The books and papers relating to the past Sc	hool a	re at	ot in
distinguish the various Donations. The books and papers			
my hands.	C		7
	£.	8.	a.
	0.4		

Total Amount paid for	Rent in 18	362			66		_	-	-	-	- 25	-	-
	Firing and	ligh	ung	-	-	-	pin.	.=	~	~	- 14		miles
	1433 C33000	-	Size.		Gia.	800		_	-	_			
"	Repairs			-	-	-	-	-	-	-	-]	10	
Tratal Amount moid in	Prizos	~			nie .	600	100		-	-	- 7	10	min
Other Payments -	an - m -	. **		-	da .	-	. **	-	**		- 12) 6	0100
											1.04	16	

168 16 -

Amounts paid out of fees of Students:—The Students' fees, amounting to 61 l. 10 s., are not applied in any special way, but are carried to the above general account.

Wm. Keary, Hon. Sec.

STOURBRIDGE SCHOOL OF ART.

					-						£.	5.	d.
Total Amount of Local	Annual Su	bscriptio	ns for	1862	~		an .		* m		50		6
Total Amount of Donat	ions since	the openi	ing of	the S	chool	-	- time	-	- '	- 8	86	10	8*
Total Amount paid for	Rent in 18	62 :—Ni	1; but	35 <i>l</i> .	is paid	for i	nterest	on t	the los	n.		(married	
	Firing and	lighting	-			- Car		-		- 44	18	18	8
77	Buildings .		-	-	1-			m		-		Nil.	
77 77	Repairs		-		Tage 1	.00	-			cm .		5	10
Total Amount paid in	Prizes			-	-	-	-	an T	-		2	6	6
Other Payments -			-	-		-	-	-	-		20	12	.8
Amounts neid out of fe	es of Stude	nts:-O	ne-thir	d of f	ees 20e	s tow	ards al	ove	paym	ents.			

* Note.—Applied towards the purchase of a building for the School, which is mortgaged for 700 l.

STROUD SCHOOL OF ART.

						£.	3.	a.
Total Amount of Local Annual Subscriptions for 1862 -			-		- 100		Nil.	
Total Amount of Donations since the opening of the School	-	66	dan .		•	64	9	rado
Total Amount paid for Rent in 1862		-	-	-		20	anni	-
Firing and lighting		-	-	-	-	3	18,	51
Buildings		-	-	-	*		Nil.	
Repairs		-	-	~ @	-		Nil.	
Total Amount paid in Prizes		San "	~				Nil.	
Other Payments			-	-	-	75	4	9

Amounts paid out-of fees of Students:—The whole out of Students' fees received and the Government Grant of 3 l.

App. No. 15.

TAUNTON SCHOOL OF ART.

Total Amount of	Local Annual Su	bscription	s for :	1862		_	_	_			£.	s. 2	<i>d</i> ,
Total Amount of Total Amount pe	Donations since to	62 -		he Scho	ol -	-	-	-	-		365	5	One
22 23	Firing and Buildings		-	-	-	-	-	~	-	~	23	10	_
27 33	Repairs		_	-	-	-	-	-	-	-	1	10	_
Other Payments	in Prizes		-	* ,		**	-	-	-	-	8 28	8 15	-

Amounts paid out of fees of Students:—the whole paid from the Honorary Subscriptions, in addition to one-third of the fees of Students.

Wm. Arthur Jones, Hon. Sec.

TRURO SCHOOL OF ART.

Total.	Amount Amount	of Do	matic	ons sine	e the or	oenin.	or of 1	he Sel	loor	œ., œ.				12 19	d. 6
Total	Amount	paid	for F	lent in	1869		5 02 1		1017			~	-about		-
		Poster	3	Tinin a			-			- 7				Nil.	
9.9	93)		Firing a	na ngni	ing	-	-	-	-			about	10 -	
23	. 23		,	Building	S -	~	600	-		-	-	-	about	Nil.	
2*	99		ı	tepairs	160	-	100	-	m ,1					Nil.	
29	22		in]	Prizes	-	-	w	~	-		-	-		Nil.	
Other	Paymen	ts -			- "	-	-			-				Nil.	

WARMINSTER SCHOOL OF ART.

Total Amount of Local Annual St	ubscripti	ions fo	r 1862	-	14	-		ED-1			s. 2	
Total Amount of Donations since	the oper	ning of	the S	chool	Local	Dona	ations		~	13	9	4
Total Amount paid for Rent in 18	362		-		LAM I	tom T) Parti	ments	-	7	13	11
,, ,, Firing and	Lightin	ng -	-	-			De	ina na	urre	a of	156	• ;
,, ,, Buildings			-	~	_		∫ nothi	ing pa	ia ai	ırıng	, 18	362.
,, ,, Repairs			-	_		_			~		-	
,, ,, in Prizes	e/					1 200	_	-	-		M-Mary	
Other Payments			-	•		_		_	~	0~	_	~
A							_	-	-	35	2	7
Amounts paid out of the fees of th	ne Stude	ents	-	-	_							

Thomas E. Crallan, Secretary.

WARRINGTON SCHOOL OF ART.

Total Amount of	Local Ann	ual Subse	criptions	for	1862			-	-			£.	s. 3	d.
Total Amount of Total Amount pai	Donations	Since the	anonina	of S	School		~	-	~		-		16	3
77 99	Finis	ng and lig	abain	•	-	90	-		-	-	-	20	-	66.0
,	Posit	ng and 116	inting.	-	-	-	-	-	~		-	18	9	111
. "7	Dun	dings -		-	~	-	-	-	-	-	-	14	6	D.,
27	Rep		-		nds.	-	-	-		-	-	5	10	
thon Day	in Priz	65 -	-	-	-	-	1 🕳	-		-				
ther Payments	-		-	m (-	-			- 1	200		05	18	
Amount paid out	of foos of	Students 4	1								_	20	10	-
- Parti Ods	01 1005 01	Students	towards t	the g	eneral	expe	nse	-				87	3.0	

G. Brewtnall, Hon. Sec.

Арри No. 15.

	£. s. d. - 19 - 60 - 4 18 5 - 35 1 7 ecceived from Students, eccretary's Salary, and . Gibson, Sccretary.
BOROUGH OF WENLOCK SCHOOL OF ART.	Juah Wanlaak
(The Central School being at Coalbrookdale, and Branches at M Brosely, and Dawley.)	tuen wenteek,
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School:—Difficult to a	
Total Amount paid for Rent in 1862 Firing and Lighting Buildings Repairs Repairs The billing at Cotalbrookdale Company accommodation of the Litera Scientific Institution, and the Scart, and this Company bear pense of repairs, firing, and li The similar expenses at the Schools are defrayed at those pl	for the cry and chool of the ex- ighting. Branch
in Prizes	s of the
the literary societies thereat. "", in Prizes	s of the
the literary societies thereat. "", in Prizes	
the literary societies thereat. "", in Prizes	s of the
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School the literary societies thereat. Wm. 6	£. s. d 58 5 6
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Firing and Lighting (about)	s of the Norris, Hon. Sec. £. s. d.
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Total Amount paid for Rent in 1862 Firing and Lighting (about) Buildings	£. s. d 58 5 6 - 80
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Total Amount paid for Rent in 1862 Buildings Repairs Repairs The literary societies thereat. Wm. 6	£. s. d 58 5 6 - 80
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Firing and Lighting (about) "" Buildings "" Repairs "" Other Payments	£. s. d 58 5 6 - 80
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Total Amount paid for Rent in 1862 Total Amount paid for Rent in 1862 """ Buildings "" Repairs "" "" "" "" "" "" "" "" ""	£. s. d 58 5 6 28 4 4 -
Total Amount of Local Annual Subscriptions for 1862 Total Amount paid for Rent in 1862 Firing and Lighting (about) "" Buildings "" Repairs "" Other Payments	£. s. d 58 5 6 28 4 4 -
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Firing and Lighting (about) "" Buildings "" Repairs "" The literary societies thereat. Wm. 6	£. s. d 58 5 6 28 4 4 -
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Firing and Lighting (about) "" Buildings "" Repairs "" Other Payments	£. s. d 58 5 6 - 80 28 1 - 4 4 Nil.
Total Amount of Local Annual Subscriptions for 1862 Total Amount of Donations since the opening of the School Total Amount paid for Rent in 1862 Firing and Lighting (about) "" Buildings "" Repairs "" Repairs "" Total Amount of Frizes "" Total Amount paid out of fees of Students Worcester School of Art.	£. s. d 58 5 6 - 80 28 1 - 4 4 Nil.
Total Amount of Local Annual Subscriptions for 1862 "" Buildings "" Repairs "" Repairs "" "" Total Amounts paid out of fees of Students are of Students for School "" "" Buildings "" " " Buildings "" " " " " " " " " " " " " " " " " "	£. s. d 58 5 6 - 80 28 1 - 4 4 Nil.
Total Amount of Local Annual Subscriptions for 1862 "" Buildings " "" Repairs " "" Repairs " "" Repairs " "" Prizes " Worcester School of Art. Worcester School of Art. Worcester School of Art.	£. s. d 58 5 6 - 80 28 14 4 Nil.
Total Amount of Local Annual Subscriptions for 1862 "" Buildings "" Repairs "" Repairs "" Repairs "" Repairs "" Total Amount of Local Annual Subscriptions for 1862 "" Buildings "" Repairs "" Total Amount of Local Annual Subscriptions for 1862 "" Buildings "" Repairs "" Total Amount of Local Annual Subscriptions for 1862	£. s. d 58 5 6 - 80 28 145 9 6 - 458 15 50
Total Amount of Local Annual Subscriptions for 1862 "" Repairs "" Repairs "" Repairs "" Repairs "" Repairs "" Total Amount of Local Annual Subscriptions for 1862 "" Repairs "" Total Amount of Local Annual Subscriptions (about) "" Repairs "" Repairs "" Total Amount of Local Annual Subscriptions (about) "" Repairs "" Total Amount of Local Annual Subscriptions (about) "" Repairs "" Total Amount of Local Annual Subscriptions (about) "" Total Amount (about) ""	£. s. d 58 5 6 - 80 28 1 - 4 4 Nil. £. s. d 145 9 6 - 458 15 50 19 16 10 - 20 12 9 - 10 12 1
Total Amount of Local Annual Subscriptions for 1862 Total Amount paid for Rent in 1862 "" Buildings "" Repairs Wordenster School of Art. Total Amount of Local Annual Subscriptions for 1862 "" Buildings "" Buildings "" Repairs "" Total Amount of Local Annual Subscriptions for 1862 "" Total Amount of Local Annual Subscriptions for 1862 "" Buildings	£. s. d 58 5 6 - 80 28 14 4 Nil. £. s. d 145 9 6 - 458 15 50 19 16 10 - 20 12 9

App. No. 15.

GREAT YARMOUTH SCHOOL OF ART.

Total Amount of Loca	I Annual S.	haarimtian	C. 7	0.00							£.	8.	d.
					-		das	 ,	-	-	74	7	-
Total Amount of Don			g of tl	he Scl	hool		in	an .			198	8	
Total amount paid for	Rent in 186	32	~		_	_							
22 23	Firing and	Lighting			_	-	-		-	-	00	-	-
77 79	Firing and Buildings	ruguung.	-	-	Sing .	-	der	-	on .	-	25	17	_
29 29 .	Dundings		-		- m	, óm	***	-		-			
99 99'	Repairs	· · ·	-	to 1			1				, , -	_	
" " " in	Prizes -	· - 5 ·		41.1		da			-		1	2	6
0.5													
					_		-	in	-	- Nov	33	10	5

Amounts paid out of fees of Students: - Fees, subscriptions and donations make a general fund out of which all payments are made.

In Yarmouth the Schools of Art and Navigation are held in the one building, managed by the one committee, and supported by the one common or general fund, and but one account kept for both, so the above items cover the expenses of both schools, which it is not possible to separate.

YORK SCHOOL OF ART.

The state of the s				
Total Amount of Local Annual Subscriptions for 1862		£.	s. 8	d. 6
Total Amount of Donations from the opening of the School to close of 1865				
Note.—Donations received in 1863, 70 l.				
Total Amount paid for Rent and Taxes in 1862 " " Firing and Lighting Buildings Repairs		~ 4	7.7	
" Firing and Lighting -	J 18 1	~ 54	11	~
" Buildings -	-	- 22	13	2
Repairs Repairs				
Repairs in Prizes	Territory by	4	3	5
		-	_	
Other payments		- 60	0	pay .

Amounts paid out of the Fees of Students:—Students' fees are placed to the general account, and all payments made from the general account.

Appendix, No. 16.

App. No. 16.

SCHOOLS OF ART.

RETURNS from the Various Local Schools of Art, in Answer to an Order of the Select Committee.

QUERIES which are answered in the following RETURNS.

- 1. NAME of Art School.
- 2. Is the school in a separate building? If part of another building, state its uses.
- 3. Number of rooms occupied by the school.
- 4. Number of students they will accommodate.
- 5. Is the accommodation in respect of space, arrangement, lighting, warming and ventilation, satisfactory?
- 6. If unsatisfactory, state whether any, and what, steps have been taken to provide better accommodation.
- 7. If the building of the school has been aided by a Parliamentary Grant, state the amount of the grant.
- 8. If rent be paid, what is the annual rent?
- 9. To whom do the premises belong?
- 10. Is there any mortgage or other liability on the premises?
- 11. Does any corporate body contribute anything towards the rent of the premises?

 State the amount.
- 12. Is there any local rate for the school?
- 13. Can any space be set apart for a Museum? If not, is it desirable there should be?
- 14. Is any Museum containing objects of Art for study attached to the school? If so, state when formed, and if not, is it desirable there should be one?
- 15. Have any measures been taken to form a collection? State what.
- 16. Have any presents of objects, or donations, been made towards forming a Museum? and by whom?—by the Department, or otherwise?
- 17. Is any fund set apart to collect specimens of Art for a Museum?
- 18. Have any works been obtained as prizes for the Museum?
- 19. Has the Travelling Museum been sent to your school? State when, also what profit or loss accrued.
- 20. Has the school borrowed articles from the National Art Museum? If not, why
- 21. State what examples and objects have been presented by the Department.
- 22. Is there a Library attached to the school?
- 23. What is the proportion between the number of those books lent by the Board of Trade and by the Department, and those added by the Committee?
- 24. What number of books have been borrowed from the National Art Library in 1863?
- 25. Give the names of the masters, and state what certificates they have obtained.
- 26. How long in the Training School?
- 27. What amount of maintenance allowance has each received?
- 28. State the dates when masters or students have visited London, Manchester, or Paris, at the expense of the Department.
- 29. What number of hours is the master employed during the week?

- 30. State how many days (not including vacations) any master has been absent from the school.
- App. No. 16.

- 31. Is any daily record showing the attendance of the masters kept?
- 32. What have been the vacations, and at what periods?
- 33. Give the total income (from all sources) of each master for the year ending 31st December.
- 34. State the number of classes, whether public or "private," into which the school is divided, and the hours at which each class meets and disperses.—Fees paid in each class.
- 35. What number of pupil-teachers, local scholars, have been appointed?
- 36. What has been the total amount of fees, and how distributed?
- 37. State the rules, if any, adopted to ensure the punctual attendance of the students.
- 38. State the total number of male and female students whose names were on the books in 1863.
- 39. What has been the average attendance of each?
- 40. Classify the male students according to the number of months of their attendance during the year.
- 41. Classify the female students according to the number of months of their attendance.
- 42. How many children in poor schools were taught?
- 43. How many passed successful examinations?
- 44. Are any students exempted from the payment of any fees? And if so, state the grounds of exemption, and the number exempted.
- 45. Send a copy of the printed form used for the admission of students.
- 46. Send a copy of the printed rules for the conduct of the school.
- 47. State the total number of works which have been executed during the year, and the stages of instruction to which they belong.
- 48. State what deviations from the school course (if any) are made,—in what stages, and why?
- 49. If any examples are used in the school for instruction besides those authorised by the Department, state what they are, and for what reason used.
- 50. State what facilities are afforded to the students for studying from nature, such as drawing from plants out of the school, &c.
- 51. Are the casts properly labelled and inventoried?
- 52. Are the books, prints, &c. properly stamped and inventoried?
- 53. Are any scholarships attached to the school? And if not, is it desirable there should be any?
- 54. State the names of any students who have obtained a scholarship in the Metropolis.
- 55. State the names of any students who have entered the class of Training Masters.
- 56. State if any masters or students have used the privilege of studying in the National Art Museum.
- 57. State what local exhibitions of the works of the students have taken place, the period and numbers frequenting them.
- 58. State the amount of local funds distributed in prizes, and number of students obtaining such prizes.
- 59. State principal subjects for which prizes were awarded.
- 60. How many first-grade prizes have been obtained since the origin of the school?
- 61. Also, how many second-grade prizes were obtained?
- 62. Also, how many Department local medals?
- 63. Also, how many honourable mentions?
- 64. Also, how many National medallions?

Q.U.ERIES. ANSWERS TO

ABERDEEN SCHOOL OF ART.

1.—Aberdeen School of Art.

2.—The school meets in the Mechanics' Institute, the other rooms of which are used for class-rooms and library. The hall of the Institute is let for miscellaneous purposes, concerts, panoramas, &c.

3.—Chiefly one; a second room is occupied

about once a week in winter for one branch.

4.—The two rooms would accommodate upwards of 100, but the second room cannot be obtained above once a week, being required for other classes of the Institute.

5.—The room chiefly used is too small in winter, and the consequent overcrowding deteriorates the

ventilation.

6.-No steps have been taken, except an effort to clear off part of the debt on the building afterwards alluded to (see 10).

7.- No aid has been obtained from the Parlia-

mentary Grant. 8.—No rent paid.

9.—To the members of the Mechanics' Institute, or to the directors of that body as their

representatives.

10.—There is a debt of 3,800 l., mostly secured by mortgage on the premises. An effort is at present being made to clear off a portion of this debt.

11, 12.—No.

13.-If the building were entirely freed from debt, a room or rooms might be set apart for a museum. It is very desirable there should be

14.—There is not; about the desirability there can be no doubt.

15.-No.

16.—Yes; by the Department.
17.—No; there are no funds to spare.

18.—Yes; from the Department.

19.—It was, in 1858; 51. 13s. 11d. profit accrued.

20.-No; because the intimation that such articles may be borrowed indicates also that they would be sent without application when it was judged suitable for the school and locality (see Directory for Schools of Art, pp. 57-8)

21.—Except the outfit (to which the Committee contributed in terms of the regulations), the greater portion have been presented by the

Department.

22, 23.—Yes, a small one, consisting entirely of books obtained as prizes from the Department. The Committee have added none; but there is a very large library in connection with the Mechanics' Institute, in the same building, open to the public at a small charge.

24.—None.

25.—Peter Cleland.

26.—About three months.

27.-£. 10 a-year.

28.—Each July, for a number of years up to

1862; no record kept of dates. One pupil invited to see the Manchester Exhibition,

29.—441 hours occupied with the School of

and public and private schools.

30.—The master is scarely ever absent; ned above a day or two at a time, at intervals years, except when prevented by illness fr attendance.

31.-No.

32.-From about the 23d of June to 1st S tember, also during Christmas week, and preaching and fast-days of the Establis Church.

33.—£. 270.
34.—There are no private classes connection. with the school, but the master has such cla meeting in his own house. The classes of school are as follows:-

Days of Meeting and Fees.

Day classes for ladies and gentlemen m on Mondays, Wednesdays, and Fridays—La from two till three; gentlemen from one till Fees-Elementary course, 15 s. per quart advanced and special courses, a guinea upwards per quarter, according to the brand selected.

Evening classes for artisans, in all the abbranches, meet on Mondays, Tuesdays, The days, and Fridays, from half-past seven till past nine. Fees-2 s. 6 d. per month. Pu recommended by life-members of the Mechan Institution, 2 s. per month.

Evening classes for young ladies, on M days, Wednesdays, and Fridays, from six seven. Fees—2 s. 6 d. per month.

Pupil-teachers to any of the above class

half fees.

35.—Three pupil-teachers.

36.—£. 106 11 s. 10 d. for the year ending 3 June 1863, of which 491. 15s. 8d. went to Mechanics' Institute to defray expenses, and balance to the master.

37.—A roll is called of attendance.

38.-206 for the year ending the 30th J 1863.

39.—The average attendance monthly du the same period was 90.

40*.—Male students:—In September 41 October 44, in November 73, in December 8 January (1863) 69, in February 75, in March

in April 60, in May 47, in June 18.
41*.—Female students:—In September in October 25, in November 43, in December in January 39, in February 38, in March 38, April 39, in May 34, in June 19.

42.--700.

43.—Central school, 1 national medal, 2 ourable mentions, 12 local medals, 5 prize dents; 14 passed in the second grade-making

[•] Questions 40 and 41. Not sure that they are rightly understood. The attendance for each month is given

total of 34. Public schools: 6 passed second orade, 67 passed first grade, of whom 15 obtained prizes; making the total from both 107.

44.—None. A slight abatement is made in frour of nominees of life members of the Mechanics' Institute.

45.-Form as follows:-

School of Art:

Class.

Particulars required by the Committee of the School.

Name in full

Profession

Age

Residence

Fee paid.

Date

46.—None kept. 47.—No record is kept of the numbers, but they belong chiefly to stages 2b, 3b, 4b, 5b, 6, 8a, 10a, 12, 13, 14, 16, 22, 23a, b, c.

48.—None, except in answer to next ques-

49.—In the ladies' class, landscape examples, after Harding, &c. I would not have nearly so many lady pupils if I compelled them to go App. No. 16. through the Department course.

50.—None.

51.—Inventoried, but not labelled.

52.—Inventoried. For the most part they have the stamp of the Department.

53.—Only the local scholarships provided for by the rules of the Department. Extremely desirable that the best students should be induced

to remain longer at the school.

54.—William Wrigby, James Millar.

55.—Thomas Gray, J. P. Fraser, John Men-

56.—None that we are aware of.

57.—In 1858, 1859, 1860, 1861, 1863, mostly in the hall of the Institute. From about 150 to

59.—Chiefly for subjects in 23 a, b and c, 26, 22 c, 3 b, 4 b, 5 b, 6 a, and b, 12, 13, 14, 16 c.

60.—105.

61.—79.

62.—111.

63.—4. 64.*-11.

James Sinclair, Secretary.

N.B.—Some of the questions are answered by the master of the school.

ANDOVER SCHOOL OF ART.

1.—Andover School of Art.

2.—It is not a separate building. The building is "The Andover Reading Rooms Library and Institute."

3.—Two.

4.—40 to 50.

5.—Yes.

7.—It has not.

8.-£12. per annum, attendance and firing in-

9.—The shareholders of the Andover Reading Room and Institute, but which, it is hoped, will eventually become a free public building when the shares are redeemed.

10.—None.

11.-None whatever.

12.—There is not.

13.—A room is now being set apart for a museum for the Institute, and any contributions will be acceptable.

14.—There is no museum attached to the school. It is desirable that there should be a general museum to which an arrangement could be made for access to the pupils of the School of

15.—Yes; a notification that the treasurer will be happy to receive contributions.

16.—None by the Department; some few have y individuals; but though we begin small, we hope to grow large.

17.—None; but a Shakespere reading has produced 11 l. 1 s. 6 d. towards providing cases.

18.—None.

19.—It has not. 20.—One large picture and some water colour rawings; first too huge for any practical purpose at present, the other of much service.

21.—A great number of beautiful casts and drawings, very useful to the school. 0.53.

3 E

22.—A few books; but the library of the Institute (in the room under the school) contains 2,000 volumes standard works; but we want

23.—Don't know anything about Board of Trade.

24.—None.

25.—George Ryles. Two—1st and 6th.

26.—20 months.

27.-£.123 10 s.

28.—London, July 1858, July 1862; Paris, August 1855.

29.—10.

30.—None.

31.—No.

32.—Passion and Easter weeks, July and August Christmas and New Year's weeks.

33.—From all sources, 234 l. 16 s.; travelling

expenses, 70 /.; all paid by the master.

34. - Morning class from half-past 10 till halfpast 12, 2 l. 10 s. yearly. Two evenings, two hours each, 2 s. per month. Public schools, four hours. 15 l. yearly.

35.—None.

36.—185 l. 18s.; all to the master.

38.-40.

39.—Six months.

40.—Male students:—

5 attended 10 months. 4 attended 5 months.

9 ,, 3 29 4 94 8 1 3 99 99 33 99 1 7 2 99 . 99 6 1 29

41.—Female students:-

11 attended 10 months. 1 attended 6 months. 7 ,, 1 ,,

42.—105.

43.-24. 44.—One prize student.

47.—56. Stages

47.—56. Stages 2 a and 2 b, 3 a and 3 b, 4 a App. No. 16. and 4 b, 5, 6, 7, 10, 11, 12, 13, 15. Prepared for the inspector.

48.—No deviations.

49, 50.—None.

51, 52.—They are not; but process.

57.-February. Distribution of prizes and medals. Drawings exhibited, number of visitors, 500.

58.—£. 2. Five students.

59.—Design, and enlarged free hand.

60.—85.

61.-42,

62. -37.

63.—Two.

The Questions 1 to 24, 51, and 52, are answered by *Henry Thompson*, Hon. Sec., A.G.S.A.; the remainder by the Master, Mr. Ryles.

BASINGSTOKE SCHOOL OF ART.

1.—Basingstoke School of Art.

2.-No; part of Mechanics' Institute.

3.--Two.

4.-22.

5.-No.

6.-None.

8.—No rent is paid.

9.—Rented by the members of the Mechanics' Institute.

12.—No.

13.—No; it is desirable.

14.—No; it is desirable.

15.—None.

16, 17, 18, 19, 20.—No.

21.—None.

22.-No.

25.—George Ryles 2; 1st and 6th.

26, 27, 28.—See Andover.

29.—Nine.

30 .- None.

31.-No.

32.—Easter and Passion weeks; July and August, Christmas and New Year's weeks.

33.—See Andover.

34.—Morning class, 4 to half-past 5; 2 l. 10 s. yearly each pupil. Private class, from 10.30 to 12.30; 2 l. 2 s. yearly each pupil. Evening class, seven till nine; 2 s. 9 d. per month.

Grammar school from half-past one to three; 10 l. yearly.

British school from three to four; 51, yearly.

35.—None.

36.—See Andover.

38.—21.

39.—Six months.

40.—Male students:-

5 attended 10 months. | 1 attended 3 months. 6 2 99 99

4 41.—Female students:

2 attended 3 months. 6 attended 10 months.

9

42.—192. 43.—29 passed.

44.—None.

47.- 14 in stages; two, four, seven, and 10.

48, 49.—None.

50.—The country affords facilities for studying from nature.

53.—No.

57, 58.—None.

60. -92.

61.-11.

62.—Nine.

63.—One.

W. B. Lightfoot, Hon. Sec.

BATH SCHOOL OF ART.

1.—Bath School of Art.

2.—Part of the building in which the school is held, is used as a storehouse.

3.—Three.

4.-200.

5.—Yes; the locality of the school is a very bad one; the building is a very bad one; no one raising funds for removal and purchase.

8.—£. 25.

9.—Mr. Fuller.

13.—The same amount of space that is used for the school could be set apart for a museum. It is very desirable there should be one.

14.-No; it is desirable there should be

15.—We have formed a very small part of a collection. A few objects have been given to us. 16.—Yes, by the Department and others.

17.-No.

18.—Yes, some beautiful works.

19.—It has never been sent to this school, the expenses incurred are much too great.

20.—Some pictures have been borrowed.

21.—Examples for use in the school, and specimens of art work.

22.—Not yet: we hope to form one.

23.—We have never had any lent to us for this

24.—Not any.

25.—John Hill, first certificate and certificate in group 6, sections A. and B.

26.—Four years and-a-half about.

27.—£. 1 each week, for three years and a half, and 1 l. 10 s. per week for one year.

28.—Has not been anywhere at the expense of the Department.

29.-29 hours.

30.—Not one day or hour.

31.-No,

31.-No, there never has been.

32.—From the 20th June to the 4th of August and one week at Christmas.

33.—£. 90.

34.—Ladies' class, two hours twice a week, dildren's class, two hours twice a week; evening dass three times a week; grammar school 1½ hours twice a week; Park school classical one hour twice a week, and 12 public scholars, one hour ach week.

35.-Two local scholars.

36.—£.150; half the School of Art fees is claimed by the master, and all the private schools fees.

37.—If a student makes a practice of coming megularly, without permission, he is suspended for a time.

38.—66 male students, 30 female students.

39.—The average attendance of each, seven

40.—Male students: — Evening class six nonths, day classes eight months.

41.—Female students:—Evening class eight nonths, day classes six months.

42.—1,012.

43.—Five schools only were taught for one-

44.—One, because he is poor, and wishes to

45.—Form of application for admission into the Bath School of Art:—

Name of applicant

Age, in writing

Residence

Present occupation

Proposed occupation

Signature of applicant

We, the undersigned householders, are well equainted with the applicant, and bear testimony is his good character, and believe that he will emply with the regulations of the Bath School of Art.

Signatures

Date 186

The abovenamed applicant is admitted a pupil of the Central School of Art, Bath.

Date 186

Honorary Secretary.

First day of Instruction in the Central School.

Date 186

Master.

46.—Regulations:—

The entire management of the school is under direction of the Executive Committee.

Mechanics, artisans, and others of a like class a entering the school must pay the sum of 2 s. or month in advance, and an entrance fee of 2 s.; hich fee, if they attend the school regularly for

44 weeks, shall be received as payment for instruction for the last four weeks of that time.

All payments to be made at the Monday

meetings.

Any student absenting himself from the school for a month without having given notice of the same, must pay a second entrance fee on recommencing his attendance.

An annual subscriber of one guinea to the funds of the school has a right to nominate a student to the mechanics' and artisans' class, who will be required to pay only one-half the usual

fee.

In the ladies' and gentlemen's morning classes the fee is one guinea per quarter, consisting of 11 consecutive weeks, to be paid in advance. Pupils under 14 years of age will be admitted at 10 s. 6 d. per quarter. Two lessons a week of two hours each.

The parents of young ladies have the option of placing their children in the ladies' or children's

class

Advanced classes for studying the rustic model and nature, one guinea and a-half per quarter.

Every student must be provided with the requisite materials, which may be obtained at the

school at cost price.

Any public school for the education of the children of the poor may, on application to the Executive Committee, be attended by the master once a-week for one hour, on the payment of 5 l. annually in advance.

Terms for the attendance of the master on private schools are arranged by the Executive

Committee.

47.—I cannot give a true report of the number of works executed during one year, there are a great many, a great many of the higher stages.

a great many, a great many of the higher stages.
48.—I do not know if we deviate from the school course much, we do what we think ne-

cessary.

49.—We use pictures in oil and watercolours when we find it necessary; what we do, we do for the good of those who come for instruction.

50.—We have a class for this purpose; we go out into the country and draw, or paint, from nature, either landscape or leaves, flowers, &c. Figures also we paint out of doors.

51.—When casts come from London to us there are certain marks on them, but in using

them these marks are soon lost.

52.—All the books we have from London of the Department are stamped.

53.—At present, there are not any scholarships attached to this school; it is most desirable there should be.

55.—John Short and Robert Gillo.56.—Not any yet, they will though.

57.—Every year we exhibit the works of the students; their friends and a many others come to see them.

58.—Not any now; we may have some soon.

60, 61.—I do not know.

62.—During the year to which this report refers there were 20 local medals awarded.

63.—Three.

64.—Not any.

BIRKENHEAD SCHOOL OF ART.

1.-Birkenhead School of Art.

2.—The ground floor is used as a piano warehouse; the two floors above that as a school, and the third floor as a residence for the keeper.

3.—Six; three only are used for study 4.—Not more than 65 or 70 comfortably.

5.- All satisfactory, except space for the evening students. The rooms are very low; nine feet on one floor and ten feet six on the other, and the warming and ventilation are very unsatisfactory. In the evening classes the heat gets. so intense that cases of fainting are frequent The thermometer often upwards of 90°.

6.—As the school is not self-supporting at present, no steps have been taken to increase the

accommodation.

7.—No. 8.-£.65.

9.-John Laird, Esq., M.P.

11.-No.

12.-No; but there is a free library in the town supported by rates.

13, 14.—No; very desirable indeed.

15, 16.--No.

17.- The funds will not admit of it.

18.—To the extent of 101. on account of national medallion.

19.—No.

20.—There is great difficulty in getting loans of anything from the Department; hitherto, I have asked for the loan of examples only.

21.—A few examples and diagrams.

22.—No.

23.—The Department has lent not more than 12 volumes; the committee has not been able to purchase any.

24.—Seven volumes.

25.—J. Bentley; 1st, 4th, 6th, and 6th b.

26.—The time was so broken up by being sent out that I cannot state correctly.

27.—I think it was 371 l. 10s. 28 — 1862, 2d class return ticket.

29.—21 hours' actual teaching.

30.—Not a single day.

31.-A record was kept for a time, which shows that the master gave about double the time to his school to that required by the Department.

32.—Summer vacation commences on the 24th of June, and ends on the 15th of August. Holidays: Christmas week, Ash Wednesday, Good Friday, Easter week, and the Queen's birthday.

33.—£.176 11 s. 10 d.

34.—Evening class, seven to nine; fee per month, 3s. Elementary morning class, 9.30 to 11.30, 6s. Special morning class, 11.30 to 1.30, 10s. 6d. Ladies private class, 11 to one, per moeth, 21s.

35.—Two pupil teachers for 1863; two local scholars for 1864.

36.—£.202 11 s.; master's share, \S ths, 126 l. 11 s. 10 d.; committee's share, \S ths, 75 l. 19 s. 2 d.

37.—The following are the rules:-

1st. Each student on admission, to have his name and address entered in a register by the master.

2d. No student to be admitted to the evening

classes under 12 years of age.

3d. Every student to provide such drawing materials as are required to be used in the

4th. No student will be allowed to compete for

prizes or awards if his attendance has been reported by the master as irregular, nor until such student has been registered on the books for three months previous to the prizes being awarded.

5th. Students, for the first three months, to be considered on trial, in order that those students who do not make satisfactory progress be not permitted to remain beyond that period.

6th. No student, without permission, to leave the

school before the time appointed.

7th. The students are required to conduct them. selves with order, quietness, and regularity, and to sit down immediately in their proper places. on coming into the school. No talking to be permitted, nor unnecessary moving about. 8th. No male student shall, under any pretence

whatever, open, or pass through, any of the doors on the eastern staircase; such staircase being for the exclusive use of female students.

9th. Each student, before leaving the school, will be required to remove the copy and drawing board to the place assigned to them. No student to handle or misplace any of the casts, or other examples; and any student, who in any way injures the property of the school, to be held responsible, and to pay for the damage.

10th. Any student guilty of improper conduct shall be liable to be suspended by the master, and to be dismissed from the school if the committee

so determine.

11th. All students to adopt the course and system of studies which the master shall prescribe. This rule is rendered the more imperative, from the fact that otherwise students will be ineligible fo the scholarships given by Government, as well a other rewards contemplated by the Departmen of Science and Art, and the local committee.

12th. There will be periodical examinations the productions of the students, by the managing committee; no work executed in this school can therefore, be removed until after such examina tion. All drawings, when finished and approve of, must be delivered to the master, who will be responsible for their safety, and return them to the owners after the examination.

13th. No book, pamphlet, examples, or other article belonging to the school, shall, under any pretence whatever, be borrowed or taken away without the special consent of the master; such article to be recorded in a book kept for that purpose.

38,-180.

39, 40, 41.—No register of attendance has hitherto been kept, the master finding it quite a much as he can attend to, to look after the stu-The average attendance in the dents present. The average attendance in the evening class is, however, about 80, and in the day classes 27.

42.—1,050. 43.—46.

44.—Several students are admitted free by the master, who has selected them from the children attending poor schools, unable to pay the fees.

45.—None used.

46.—See 37.

47.—About 1,000 works, chiefly in stages 1 2, and 3.

48.—Deviations are made in the evening classes were the above more persisted in with the day students, the school would be empty.

49.—Landscapes

49.—Landscapes, flowers, &c. are mostly used the day classes, as we find them more attracand as we look to the students attending the lay classes to mainly support the school, we must, of rather the master must, pander to their wishes, therwise we would not live.

50.-None.

51, 52.-No.

53.—Scholarships would act as a very great imulus to the students.

57.—January 1863, three days; visited by App. No. 16. 1,500 people.

58.—None.
60.*—135 papers passed, and 48 prizes given. 61.—170 papers passed, 76 at the mark "good," and 92 at the mark "excellent," for which 48 prizes have been given.

62.—77 Department local medals.

63.—Two honourable mentions, national competition.

64.—One national medallion.

BIRMINGHAM SCHOOL OF ART.

1.—Birmingham School of Art.

2.-Not a separate building; a floor of the Midland Institute, devoted to literary and scien-

3.-Six at present; two additional contructing.

4.—Barely 200 at one time; half that number

5.—The accommodation is satisfactory in none of these respects.

6.—Steps have been taken to provide the two additional rooms referred to above (No. 3).

8.-None.

9.—To the Council of the Midland Institute for the time being.

10, 11, 12.—None.

13.—No.

14.—No museum is attached to the school, but t possesses many objects of art. Perhaps it rould be desirable, but a public Art Museum in the town would be better.

15.—No measures have been taken to form a collection.

16.—Objects of Art have been presented from time to time by the Department, and some few by private individuals.

17.—No.

18.-Books and objects of Art have been awarded to the School to the presumed value of 101. for each national medallion taken by students.

20.—Occasionally.

21.—Sample standard casts and other examples lave been occasionally presented, and a parcel of miscellaneous examples, some obsolete, has been quite recently received.

22.—Yes; a very good reference library.

23.-No books have been added by the comnittee except the Art Journal, Builder, Scientific American, and Exhibition Record.

24.—None.

25.—D. W. Raimbach, 1 certificate; Wm. Wallis, 0; Edward Blizard, 1, 6 a, 6 b; C. H.

Whitaker, 1, 4, 5.

26.—D. Raimbach, 6 months; W. Wallis,
never; E. Blizard, 4 years; C. H. Whitaker, 2

27.—D. Raimbach, 39 l.; W. Wallis, 0; E. Blizard, no account; C. H. Whitaker, no ac-

count. (Refer to Department G. A.)
28.—Masters:—London in 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861 (?) 1862; Manchester (?) Paris in 1855 and 1863.

Students: - Manchester (?) Paris, 1855.

29.—Head master, 24 in class, about 12 in other duties; Second Master, 20 in central school, 6 in outside school; Elementary Master, 22 in central school, 6 in outside school; Modelling Master, 6 in central school.

30.-Head master, 4 days in August, private

affairs; 4 days in November, Department affairs. Second Master, from 9 November to 31 Debember, from illness.

31.—Yes.
32.—Christmas week, Easter week, Midsummer Day to 15 August.

33.—Presuming that income as Art Master is meant, Head Master, 315 l.; Second, 177 l.; Elementary, 120 l.; Modelling Master to 30 September, 160 l.; temporary Modelling Master from 1 October to 31 December, 10 l. 10 s.

34.—Five public classes; no private. Ladies' class, 11 to 1, Monday and Wednesday, 1 l. per half-year. Female class, 4.30 to 6.30, Monday and Wednesday, 10 s. per half-year. Afternoon male class, 2.30 to 6.30, Tuesday, Thursday, and Friday, 15 l. per half-year. Evening class A., Monday, Wednesday, and Friday, 7.30 to 9.30, 10 s. per half-year. Evening class B., Tuesday and Thursday, 7.30 to 9.30, 10 s. per half-year.

35.—Three pupil-teachers.

36.—£. 605 13 s.; 3-tenths to committee, 7-tenths to masters.

37.-No rules.

38.—923, of whom 169 were females.

39.—In round numbers, 2½ years nearly.

40.—Male students:—The school year is divided into 2 sessions; 387 have attended 2 sessions; 359 have attended 1 session only.

41.—Female students:—93 have attended both sessions; 76 have attended one session only.

42.—691, exclusive of classes in poor schools, superintended only.

43.—131, exclusive of children whose teaching is superintended.

44.—None are exempted. The fees of prize students are paid by the Department.

45.—No form used.

46.—No rules used.

47.—The number of works is not recorded nor the number of stages to which they belong.

48.—No deviations are made from the school

49.—No examples are used but those authorised by the Department, except a few French and German lithographs in the female classes. The reason is that the female classes take little interest in ornamental study.

50.-No

The School commenced operations the 10th June 1861, since which we have had three examinations held by the Department. 0,53. 3 E 3

App. No. 16.

50. - No facilities are given, but the committee give prizes for outdoor studies of plants.

51.—The casts are not labelled, but were in-

ventoried in 1857.

52.-Yes.

53.-No. Most certainly, if liberally endowed, no student possessing the requisite qualifications would accept the national scholarships of the Department.

54.—None.

55.-None in 1863.

56.-No.

57.—One in February, visited by 1,212 persons.

58.—£. 45, including 15 l. given by the late Sir

F. Scott, and 10 l. given by Messrs. Middlemore and Ingram; 24 students were the recipients,

59.—Designs, four prizes, viz., 10 l., 5 l., 5 l. 5 l., and school ordinary work.

60.-648.

61.-399.

62.—246 medals, 190 awards. 63.—47 honourable mentions.

64.—25 (27 awards), and five national "honour. able mentions."

Answers 7, 8, 10, 11, 12, 13, by the secretary,

D. Wilkie Rainbach,

18 May 1864.

Head Master.

BOLTON SCHOOL OF ART.

1.—Bolton School of Art.

2.—No; Church Educational Institute.

3.—Three.

4.--80.

5.—Sufficient space; arrangement good; light

by day, warming, and ventilation unsatisfactory.
6.—No steps yet taken to remedy these

7.—Received no aid from State.

8.—No rent paid.

9.—Trustees.

10.—Bank debt of about 800 l.

11, 12.—No. 13.—Yes.

14, 15.-No.

16.—Yes; by the Department.

18.—Yes; electrotypes, photographs, and books.

20.-A few watercolour drawings, and Mulready's studies.

21.—Gruner's examples of Ornamental Art in 1863.

22, 23.—No.

24.—None.

25.-James William Walker, 1, 2, 6 a.

26.—10 months.

27.—£. 1 per week.

28.—Paris, in 1855; London, 1857, 1858, 1859, 1860, 1861, 1862.

29.-20 hours.

30.—Six days, through sickness.

31.—None.

32. One week at Easter, 1st July to second Monday in August, and two weeks at Christmas.

33.—£. 133. 11 s. 6 d.

34.—Ladies' morning class, 11 to I, Tuesday and Thursday; fee, 7s. per month.

Male morning class, 11 to 1, Tuesday and

Thursday; fee, 7 s. per month.

Male morning class, 9 to 11, Tuesday and Thursday; fee, 3 s. 6 d. per month. Ladies' afternoon class, 5 to 7, Tuesday

and Thursday; fee, 1 s. 10 d. per month.

Artizans' evening class, 7.30 to 9.30, Monday, Tuesday, and Thursday; fee, 1 s. 10 d. per month.

35.—None

36.—Central school, 111 l. 7 s. 6 d.; two-thirds to master.

Parochial schools, 7 l. 10 s.; three-thirds to masters.

37.-None.

38.—Male, 74; female, 36.

39.—General attendance good; can give par. ticulars of each student, if required.

40.—Male students:—January to April, 49; April to July, 58; July to September, 54;

September to December, 57. 11.—Female students:—January to April, 29: April to July, 31; July to September, 29; Sep. tember to December, 27.

42,--650.

43.—36.

44.-No.

45, 46.—None used.

47.—No register kept.

48.—No deviations from the Department

49.—Only those used as are supplied by the Department.

50.—None.

51.—The casts labelled, but no inventory kept.

52.—No.

53.—No.—Yes, but would have a difficulty in finding students to accept them under present conditions.

54, 55.—None.

56.—Not in 1863.

57.—Local exhibition in December; about 1,500 attended.

58.—No local prizes.

60.—102.

61.-139.

62.—90.

63.-20.64.—Five.

BOSTON SCHOOL OF ART.

1.—Boston School of Art.

2.—No; it is held in the room formerly occupied by the Mechanics' Institute. The groundfloor is rented by a broker for the stowage of furniture.

3.—One.

4.-60.

5.—Fair.

7.—Not aided by grant.

8.-12 l. 10 s., the landlord paying all rates and taxes.

9.—Mr. B. A. Hildred, Market-place, Boston 10.—Do not know of any.

11, 12.—No. 13.—No. Yes. 14, 15, 16, 17, 18, 19.—No.

20. Yes.

20.—Yes; three watercolour drawings during 1863. 21.—Examples and objects presented by the Department :-26 Oct. 1861 - Cast of Thistle Leaf. % March 1862 - Catalogue of Library,
March 1862 - Ditto Italian Sculpture, Davidson's Elementary Drawing. Hale's ditto ditto Catalogue of Paintings, Drawings, &c. available for circulation.

- 1 Set Smith's Diagrams for Black Board.

- Bradley's Elements of Geometrical Drawing,
Plates I. and II. 4 Oct. Catalogues: Art Library—International Exhibition—Fine Arts International Exhibition.

De La Rue's Freehand Drawing, Oblong. 12 Dec. 8 April 1863 - Be La Rue's Freehald Drawing,
- Kennedy's 1st Grade Geometry.
- Ditto ditto Freehald.
- Physiological Diagrams
- Archer's Botanical Diagrams 98 April " 28 April 1864 8 plates. Henfrey's Group of Vases 6 ,, Axminster Carpet Persian Ornament Indian Arms
Drawing useful to all
Garner's Ornamental Art. Garner's Ornamental Art.
Coloured Ornament (Robinson)
Principles of Decorative Art Engineer's Drawing Old) Simpson's Elementary Drawing
Ditto ditto Moun
Old) Ditto Coloured Diagram
Society of Arts Outlines
Shaded Ornament Architectural Places - Book - 2 plat 2 plates. - 12 Mounted 12 ,, - 1 ,, - 3 sets. Architectural Plates - - Box of Models.
Cone, Cube, Prism, Cylinder.

22.—No.

24.—Nine volumes. 25.—Mr. Vernon Howard. Certificates, 1,

26.—First attended the School of Design at Somerset House, in 1851; became a free student, and ultimately entered the Training Class at Marlborough House; removed to Kensington, nd remained there until appointed to Boston School in 1861.

27.—First placed on the list at 5s. per week about 1856, and raised gradually to 30 s. per

28.—Master visited London once at the expense of Department, in 1862. No student has.

29.—Twenty-three.

30.—Has not been absent.

31.—Only by the registers kept by him of students' attendance.

32.—Two weeks at Christmas, one week at faster, and six weeks commencing in June.

33.—£. 199

34.—Five. Female class, Monday and Thursday ornings, from eleven to one, at 7s. 6d. per onth, or 1 l. 11s. 6 d. per session of five months. General class, Monday and Thursday afternoons, om half-past two to half-past four, at 5 s. per Monday, Tuesday, and Thursday evenings, from even to nine, at 2s. per month, or 7s. 6d. per ression. Teachers' class on Saturday mornings, om eleven to one, at 5 s., and 2 s. 6 s. per seson. Grammar school class, "private," from nine eleven on Saturday.

35.—One, conditionally, since last examination in February 1864, provided the works required App. No. 16. by the New Code be sent to Kensington before the midsummer vacation.

36.—£.197 4s. 6d., viz.: Central School, 138 l. 2s.; the master receiving three-fourths of this sum, and all of the following; Grammar school, 34 l. 2s. 6d., and five public schools, 25 l.

37.—No printed rules; it is expected that students will themselves see the necessity of punctual attendance.

38.—140.

39.—For session ending December 1863:—Morning class, 221; afternoon class, 303; evening class, $33\frac{3}{5}$; teachers' class, 12. The foregoing is only for the second half-year.

40.-Male students:-32 for 10 months; two for eight months; one for six months; 33 for five months; one for three months; two for two

months; three for one month.

41.—Female students:—29 for 10 months; one for eight months; one for seven months; two for six months; 22 for five months; three for three months; seven for two months; one for one month.

42.—313. For 1862 the number was 653. The decrease is occasioned by the application of the "Revised Code," there being scarcely any inducement for teachers of poor schools to devote time for teaching drawing. The number is still likely to decrease.

43.—Thirty-nine.

44.-No.

45.—None.

46.—None, the master being always in the room.

47.—Not known.

48.—None.

49.—A few landscape copies for the ladies'

50.—Plants are sent to the school every week during summer months.

51, 52.—Yes.

53.—No.

54, 55.—None.

56.-No.

57.—13th June 1862, visited by 303 persons; evening of 17th April, and whole day of 18th April 1863, visited by 415 persons; evening of 11th March, and whole day of 12th March 1864, visited by 751 persons.

58.—None.

60.—Fourteen in 1862, six in 1863, and 53 in

61.—Four in 1862, eight in 1863, and nine in 1864; and also two half prizes, according to new regulations.

62.—Eight in 1862, seven in 1863, and 11 in

63.—One in 1863, and four in 1864.

64.—Not any to present time, 21st May 1864.

Wm. Gane, Honorary Secretary.

To the Minute of 6th January 1863, the following has recently been added:—"In order, therefore, not to leave the bildren of other schools without any record of their success, and as an encouragement to the children of poor schools without any record of their success, and as an encouragement to the children of poor schools and subject), their Lordships have directed that certificate cards' specially designed for the purpose, shall be sent to the School of Art, in order that they may be issued by the Local Committee to those children who have been successimary 1863 will be, that children who are only passed or marked "Pass" will not, even at any future time, obtain prize in first grade, though they obtain the mark "Excellent;" whilst under the old regulations, if a child were lize, All stimulation, I consider, by the above is withdrawn. All stimulation, I consider, by the above is withdrawn.

BRIDGNORTH SCHOOL OF ART.

1.—Bridgnorth School of Art.

2.-Part of the New Market buildings, which are not used. The school-room is connected with a large hall used for lectures, &c.

3.—One room.

4.—Thirty at one time.

5.—Sufficient for our purpose.

7.—No. 8.—10 l.

9.—Built by a company, insolvent, and now

held by the mortgagee, J. H. Cooper, Esq. 11.—The Literary and Scientific Institution established the school, and is liable to pay any deficiency in the funds of the school, generally.

2.—No.

13.—No; there is scarcely scope for a museum. 14.—There is only a collection of the Depart-

ment's casts.

15, 16, 17, 18.—None. 19.—The travelling museum was lent in October 1860; there was no profit, no loss.

20.-No; there has appeared no reason to apply for articles.

22. - There are some 10 or 12 books, presented

by the Department.

23.-No books have been lent, and none have been added by the committee.

24.-None.

25.-Mr. Henry Woolner, of the Coalbrook-

26, 27.—See Coalbrookdale Returns.

28.—None.

29.—Six hours.

30.-None.

31.—Yes.

32 -Eight weeks; five in July, and three at Christmas.

33.—See Coalbrookdale Returns.

34.—1. Morning class, 10 to 1 o'clock; 12 s. 6d. and 15 s.—2. Afternoon class, for children of National and British schools: no fees.—3. Even ing class, from six to nine; 3 s. and 4 s. 35, 37.—None.

38.—Eighteen males; 16 females.

39.—The marks were not made each day the school must have been open. 40.—Male students:—Nearly all attended

through the whole year.

41.—Female students:—Ditto.

42.—245 were reported by the late master who left us at Easter.*

43.—Twenty-six.

44.—One pupil-teacher at half-price.

45.—None. Students are only registered in a book.

46.—None.

47.—Cannot, the master being gone.

48, 49.—None.

50.—The master occasionally taking students out to the country to sketch.

51.—I fear not.

52.—The books are labelled. 53.—No.

54, 55.—None.

56.—No.

57.—None since November 1861.

58.—None.

59.—One second-grade prize; five medals.

62.-Five.

63.—One.

64.—None.

*The master has removed to Walsall, and som particulars cannot be ascertained.

BRIGHTON SCHOOL OF ART.

1.—Brighton School of Art.

2.-No; a part of the Pavilion.

3.—One.

4.-60.

5.—Not very.

6.—Nothing has been done.

7.—Not aided.

8.-26 l.

9.—The Town Council, in trust for the inhabitants.

11, 12, 13.—No.

14.-No; it is most desirable that there should

15, 16, 17, 18, 19.—No.

20.—A few watercolour drawings.

22.—No.

24.—None.

25.-John White, 1 and 6 a. 26.—Two years and six months.

27.—104 l.

28.—The master visited London in 185 , when Queen opened the Museum.

30-Only a few days; in consequence of illness.

32.—Christmas, 13 days; midsummer, seven weeks.

33.—About 200 l. 34.—The instruction is of three kinds:—

I. Elementary, including practical geometry linear perspective, freehand drawing and shading model drawing, figure from the flat, and el mentary colour.

II. Advanced, including drawing the figure from the cast, painting, ornament, still-life, land

scape, &c. III. Special or technical, as elementary design modelling, architectural and mechanical drawing

Morning Classes:

A. For Gentlemen: Mondays and Friday from 10.30 to 11.30.

B. For Ladies: Mondays and Fridays, fro

Fees: per month, 10 s.; per Session, 2 l. 24 per year, 4 l. Entrance fee, 6 s.

Evening Classes:

C. For Artizans, &c.: Mondays, Wednesday and Fridays, from 7.30 p.m. to 9.30 p.m.

Fees, per month, 2 s.; per session, 8 s. 64 per year, 15 s. Entrance fee, 1 s.

p. For other persons not able to attend the Morning Classes: Thursdays, from 7 to 9 p. m.; with the privilege of admission to the school for the purpose of study during the holding of classes

Fees: per month, 7 s.; per session, 1 l. 8 s.;

per year, 2 l. 15 s. Entrance fee, 4 s.

E. For schoolmasters and male pupil teachers: Mondays, from 6 to 7 p.m.

F. For schoolmistresses and female pupil teachers: Fridays, from 6 to 7 p.m.

Fees: Schoolmasters and mistresses, 10 s. per annum; pupil teachers, 2 s. 6 d. per annum.

G. For females employed during the day: Tuesdays, from 7.30 to 9.30 p.m.

Fees: per Session, 6 s.; per year 10 s.

35.—One.

36.—Committee for expense 57 13 6 Head master -68 14 TOTAL - - £. 126 7 6

37.—The attendance is registered.

38. - 164.

39.—Seven months.

42.-800; many of them being in Chichester and other places at a distance could not attend.

43.—85.

44.—Yes; when nominated by subscribers; 45 and 46.—The school is open for private study: For Female students only: Wednesdays, from 10 to 4, when students belonging to any of the classes will be admitted free of charge. Persons engaged in teaching, on producing a recommendation from their employers or any member of he committee, will also be admitted free.

Parties or single students and others, desirous fusing the school for private study, on any Tuesay, Thursday, or Saturday, from 10 to 4, may so by due notice, and payment of the curator's

be for attending (1 s. 6 d. for the day).

Classes may be formed at other times should a ufficient number of persons signify their wish to

Additional classes will be formed whenever it ay become expedient to have separate classes relementary and advanced or technical instrucon. No person can join an advanced class until proofs of qualification have been submitted to and pproved by the master.

The formation of classes must always be de- App. No.16. pendent on a sufficient number of students

(generally 12) being prepared to join.
All fees must be paid in advance, at the school. The entrance fee will be remitted in all cases in which the fees for one session or upwards are paid at one time.

The Government Science and Art Department awards art pupil teacherships of the value of 20 l. a year, and free scholarships to highly deserving students in these schools; also medallions, medals, and money and other prizes to the best works in the annual local and national competitions.

A register will be kept of attendance. It will

be open for inspection.

To insure the good order and general well-being of the school, the committee reserve to themselves the right of expelling any student for misconduct (in which case the student will for-feit all fees paid); also of at any time refusing admission to or withdrawing it from any student on returning a proportionate part of the fees (if

any) paid for the current session or other period.

The school is provided with a great variety of examples and copies, models of ornaments, casts from the antique, &c., as well as with an extensive series of drawings, paintings, and models illustrating the stages of inspection in schools of art. The school is open to the public for inspection, free of charge, on every Saturday during the session, from 3 to 5 in the afternoon, and from 8 to 9 in the evening. Donations and subscriptions in aid of the funds are received at all the local banks, and by any of the committee or officers of the institution.

47.—No account kept.

48, 49.—None.

50.-Not any.

51.—Inventoried, not labelled.

52.—Yes.

53.—No scholarships. Yes, it is desirable.

54.—None.

55.—George Sharp.

56.-No.

57.—On Saturday afternoon; no account kept.

58.—None.

60.—248.

61.-67.

62.--53.

63.—Seven.

64.-None.

. BRISTOL SCHOOL OF ART.

1.—Bristol School of Art.

2.—No. The basement and the upper floor are the property of the Bristol Fine Arts Academy. The middle floor belongs to the Bristol School of Art, at a nominal rent.

3.—Seven, inclusive of library and office.

4.—Estimated at 109.

5.—The Government inspector states that the coms are among the very best in the kingdom. They were specially designed for the duties of the chool, to which they are now devoted. The ead master, however, objects that the lighting unsuited to working from the round.

6.—Increased accommodation has recently been rovided by the committee for the modelling

7.—The premises were erected by local con-0,53.

tributions raised upon shares, without the aid of any Parliamentary grant.

8.—No rent is paid save in a nominal form of a peppercorn, or of 5 s. 9.—To 5 l. shareholders.

10.—There is a debt of 700 l.

11.—No.

12.—No.

13.—Space has been set apart.

14.—Yes, there is a small collection.

15.—Objects have been presented to the school by various persons, and purchases have been made at a recent sale of a private collection for the augmentation of the Museum.

16.—Yes; see answer to last question. The Department has made donations on account of

medals awarded to the school.

17.-No.

App. No. 16.

17.—No. 18.—Yes.

19.—The "Travelling Museum" has not been sent, but a large and special loan from the General South Kensington Museum was made, which excited great interest in Bristol and the neighbourhood. The expenses were heavy, and the proceeds proved inadequate to meet the outlay.

20.—The classes having been hitherto provided with objects for study, have not needed contributions from the National Art Museum. The advantages however offered by the Department are fully recognised, and will, it is intended, be turned to good account in the future.

21.—Eleven electrotypes, eight pieces of pottery. Waring's illustrations of Italian Architecture, shells, and stuffed birds, and miscellaneous examples for the general use of the school.

22.—The Bristol school has a small library, which is augmented from time to time. The head master has placed at the disposal of the

Committee his collection of books.

23.—The committee has hitherto not availed itself of the advantages offered by the Govern-The loan of books however shall be solicited in future.

24.—None. See answer to last question. 25.—J. A. Hammersley, a master under the old schools of design, and therefore without certificate. A. Nichols, second master, holds 1, 2, 4, 5 and 6 certificates.

26.—Second master about seven years.

27.—Second master, while in the training school received about 200 l. as a total.

28.—Head master has visited London on several occasions, but no dates are accessible. The second master has only received his appoint-

29.—Nineteen and a-half.

30.—The head master much through severe indisposition, since June 1863; with this exception the attendance of each master has been good.

31.-No.

32.-From a month to six weeks at Midsummer; two weeks at Christmas, and three days at Easter.

33.—The head master states that he is unable to estimate his total income. The second master's income was about 60 l

34.—The courses of instruction pursued in this school are as follow:

Elementary: including practical geometry, linear perspective, free-hand drawing and shading, model drawing, figure and elementary colour from

flat examples.

Advanced: including drawing the figure and ornament from casts; painting the figure, ornament, flowers, still life, and landscape; also, artistic anatomy, elementary design, modelling, civil and naval architecture, and mechanical and · military drawing.

Explanatory lectures are delivered during the

Students paying 6 d. per month may have the use of either circulating or reference libraries. Subscribers paying one guinea per annum may consult the libraries, and make sketches or tracings of valuable examples. A room is set apart for this purpose.

Public and private schools are attended and instructed by the head master or the assistants on terms which may be ascertained by application at the school, or from the honorary secretaries. Such

schools are considered as associated with the central school, and their pupils are eligible to compete for the prizes and other rewards offered by the Department of Science and Art.

Parochial schools are instructed in the elementary course at the rate of 5 l. per annum for one hour's lesson a week, or 40 lessons during the

All property of the students must be claimed within six months after leaving the school.

Special classes for amateurs for painting the figure, landscape, and flowers from original examples, and from nature, on Tuesdays and Thursdays, from 11 until 1 o'clock.

TERMS:

Elementary classes, 12s. per month; 26s. per quarter of 10 weeks.

Advanced classes, 18 s. per month; 40 s. per quarter of 10 weeks.

Entrance fee, 5 s.

Day classes for general students, on Mondays and Fridays, from 11 to 1 o'clock; Tuesdays and Thursdays from 2 to 4 o'clock.

Elementary classes, 6 s. per month; 15 s.

per quarter of 10 weeks.

Advanced classes, 9 s. per month; 21 s. per quarter of 10 weeks.

Entrance fee, 5 s.

Evening classes for artizans and others, on Mondays, Wednesdays, and Fridays, from 7 to 9.30 o'clock.

Elementary and advanced classes, to

artizans, 2 s. per month. Elementary classes, to tradesmen and others, 3 s. per month.

Advanced classes, ditto, 4 s., per month. Entrance fee, 2 s.

Evening class for ladies, on Mondays, Wednes-

days, and Fridays, from 7 to 9 o'clock.

Elementary classes, 2 s. per month. Advanced classes, 3 s. per month. Entrance fee, 2 s.

Class for masters, mistresses, and pupil teachers of public schools, on Mondays and Fridays, from 7 to 9 o'clock.

Masters and mistresses, 1 s. per month.

Entrance fee, 2 s. Pupil teachers, 6 d. Entrance fee, 1 s.

Monthly students may enter at any time, on payment of the aliquot proportion of fees from the day of entry to the commencement of the next month. Quarterly pupils commence at any time, 10 weeks completing the quarter.

Except in cases of illness or removal from the neighbourhood, entrance fees are re-imposed if the student is absent from the school for six This rule is adopted to prevent any months. irregularity of attendance. All students are considered as registered in the books, unless notice has been given of an intention to withdraw.

The Council on Education appoint, upon examination, prize students, who receive gratuitous instruction; also Art pupil teachers, who receive free instruction, and the payment of 20 l. per annum. Medallions, prizes, and certificates of merit are also among the advantages offered by the school.

N.B.—All fees to be paid in advance within the first four days of the month or quarter.

35.—Two pupil teachers. No local scholars have hitherto been appointed, that is, up to May 26, 1864.

App. No. 16

36.- The total number of fees has been 3221. 5 s. 4 d., one-half of which is retained by the Bristol Committee to cover expenses. Threetenths are paid to the head master, and twotenths to the second master.

37.-No special rules.

38.—The students in the central school alone are entered on the books; these amounted to 285. 39.—The head master estimates about eight

40, 41.—It is almost impossible to make this

return.

42. -1,370.

43.-51 certificates and prizes.

44,-No; but two pupils are nominated by hareholders and pay half fees.

45.—Form used for the admission of students: Monthly.

BRISTOL SCHOOL OF ART.

		Name						186
_		Ç. L.	R. L.	Material.	E. F.	£.	8. d.	Total.
Jan.	-							
Feb.	-							
Mar.	-							
April	-							
May	-							
June	-							
July	-							
Aug.	-						1	
Sept.	-							
Oct,	-							
Nov.	-							

J. Hammersley, Head Master.

Similar forms are used for quarterly and quarterly special admissions.

46.—See No. 34.

47.—The head master states that the drawings, except those executed for competition, are given to the students as soon as finished, and therefore there is no means of making this return.

48.—Those stages in which landscapes are used.

49.—As above; also lithographs, "models classique," published in Paris, being elementary studies of heads. The reason stated by the The reason stated by the master for using these studies is that the authorised examples do not contain all that the pupils

50.—Plants in pots and cut flowers are lent or given to the school.

51, 52.—Yes.

53.—There are none.

54, 55.—None.

56.-No.

57.—One exhibition in 1863, and one in April 1864, at the last of which the room was crowded during the few days it was held.

53.—Six guineas have been awarded as extra prizes to five students.

59.—Outline of flowers from nature, painting of flowers from nature, chalk drawing of the figure from the cast, chalk drawing of ornament from the cast, and study of historic ornament.

60.-476.

61. - 164.

62.—121.

63. - No information.

64.—Three.

J. Beavington Atkinson, Hon. Secretary.

Bristol School of Art, Queen's-road, 26 May, 1864.

BROMSGROVE SCHOOL OF ART.

1.—Bromsgrove School of Art.

2.—It is not. The major part is used by the Literary and Scientific Institution.

3.—One.

4.—About 25 may be accommodated at one itting.

5.—Yes.

7.- No grant.

8.-£. 10.

9.—Literary and Scientific Institution.

11, 12.—No.

13.—A small space.

14.—Yes; very desirable.

15, 16, 17, 18, 19.—No.

20.—Framed photographs were lent on one ceasion for an exhibition. 21.—Busts, pilasters, ornaments in plaster;

thographs, books, and a good collection of ex-

imples in outline. 22.—A small library ehiefly obtained from the Department for Local Medals. 0.53.

3 F 2

23.-None have been lent by the Board of Trade.

24.—None.

25.—Mr. W. P. Bowen, who is also master of the Stourbridge School of Art; first and second grade certificates.

26.—Six months.

27.—About 25 l. during the six months at Training School.

28.—One in 1862, to London.

29.— $7\frac{1}{2}$ hours. The instruction given in the school being but one clear day in the week; students have the privilege of attending other days under certain regulations.

30.—None.

31.—No.

32.—One week at Easter; six weeks at Midsummer, and two at Christmas.

33.—Only one master; total income, 61 l. 2s. 5d.

34.—Four

34.—Four classes; two public and two private; one public class for artisans and others, App. No. 16. meet at 5.30 p.m.; leaves at 7 p.m.; fees, 2 s. 6 d. per quarter.

One public class for artizans meet at 7.30 p.m.; leaves at 9 p.m.; fee, 2s. 6 d. quarter.

One private class for ladies, from 11 a.m. till 1; fees, 10 s., and 7 s. 6 d. per quarter.

One private class for gentlemen from 2 p.m. till 4 p.m.; fees, 10 s. per quarter.

35.-None. 36.-£. 890 11 s.

> - 61 Paid to the master Rent - - - 10 - - - Prizes - - - 3 16 6 Stationery and New books 3 13 -Sundries Balance on hand -

37.—No rules. Prizes are given for regular attendance.

38.-78.

39.—21½ days.

40.-Male students:-

2 attended 4 months. 5 attended 9 months. ,, 3 ,, 5 ,, 8 ,, 2 ,, 3 ,, 7 39 99 99 3 1 6 99 33 33 99 19 10 16

41.—Female students:—

9 attended 10 months. 3 attended 3 months. 3 , 5 , 1 , 2 , 99

42.—160.

43.—16.

44.—No.

45.—None.

46.—We have no printed rules.

47.—Not being aware of the necessity of this. no register has been kept.

48.—The school course is adhered to in the artizans, but not strictly in the private classes we find the pupils of the latter are indisposed to follow the school course.

49. Some foreign examples of landscape and figure are used in the private classes.

50.—Private conservatories in the neighbour hood have been kindly opened to students of the school.

51.-No. An inventory is being made out. and labels prepared.

52.—No.

53.-No. Being a small school, a local scholarship is not desirable.

56.-Not in 1863; but the master has done so in former years.

57.—One in December; 645 visitors.

58.—£. 4 17 s. 6 d.; 3 l. 16 s. 6 d. by the committee, and 1 l. 1 s. given by a member to l0

59.—Ornamental studies, mechanical drawing and painting objects from nature.

60.-17.

61.—Nine.

62.—22.

63.—Three.

64.—None.

BURNLEY SCHOOL OF ART.

1.—Burnley School of Art.

2.-No; it is held in one of the rooms of a literary institution.

3.—One.

4.—Between 50 and 60.

5 .- Yes.

9.—The Trustees of the Burnley Literary Institution.

11, 12.—No.

13.—No; but desirable.

14.-No. Desirable there should be.

15.—No.

16.—None; except a few objects sent from the Departments on account of local medals.

17, 18, 19.—No.

20.—No present accommodation for them.

22.—No.

24.—None.

25.—Robert Hale; has obtained certificates

26.—Two years.

27.—£. 1 per week.

28.—Exhibition 1862.

29.—23 hours.

30.-None.

32.—Summer vacation from 22 June to 10

August; also two weeks at Christmas, and one at Easter.

33.—£. 135.

34.—Ladies' class, at 1 l. per session of five months, 12 till 2, and 3.30 till 5.30. Youths class, 10 s. per session, 12 till 2. Pupil teachers, 2 s. 6 d. and 4 s. per session, 10 till 12. Artizans 5s. per session, 7 till 9. Each class one day of evening per week

35.—One.

36.—£. 112 5 s. 6 d. Paid to the master.

38.—105.

39.-69.

42.—529. 43.—96.

44.—No.

45, 46.—None are used.

49.—Sometimes. Some mechanical and shaded chalk studies are used which have not been ar thorised by the Department because it has been found the Departmental examples have not been what the students required.

50.—None.

51, 52.—Yes.

53.—No.

57.—One in 1861; about 300.

58.—None.

60.—No account preserved.

CAMBRIDGE SCHOOL OF ART.

App. No. 16.

1.—Cambridge School of Art.

2. The School is distinct, but is included in Guildhall buildings.

4.—Between 60 and 70.

7.—We applied for a grant, but did not obtain

8.—We pay no rent. 9.—To the corporation.

10.-No. 12.-No.

13.—No; a museum might be useful, but it is ot of urgent importance.

14.-No; the students may visit the Fitzilliam Museum.

15, 16, 17.—No. 18.—No; but books and examples have been tained for the use of the school.

19.-No; we did not think that the travelling useum would pay its expenses.

20.—We have had at various times works of tfrom South Kensington, and once a few Sheep-

anks pictures.

21.—Official Catalogue Fine Art Department; Official Catalogue Industrial Department; Cataogue of the Art Library, South Kensington Juseum; 1st Grade Practical Geometry, J. Kennedy; 1st Grade Free-hand Drawing-book, Kennedy; 13 drawings, copies of Wornum's agrams, registered Nos. 5914 to 5926, made by D. Wood in July 1863.

22.—A few volumes obtained as prizes.

24.-- None.

25.—Daniel Wood; 4 certificates, 1, 2, 4, (formerly Deputy Head Master of Birming-

26.—One year and nine months.

27.—Allowance on his four certificates, 40 l.

28.—Our present master visited London last uly to obtain the 10 l. for works executed there, e Directory.

29.— $30\frac{1}{2}$ hours, exclusive of the superintenence of poor schools taught by pupil teachers, d of travelling.

30.—One day, owing to illness; illness since appointment, October 1862.

31.—No.

32.—July to August; a week at Easter, a ek at Christmas.

33.—Total income:

D			£.	· S.	d.
Department certificate	-		40	-	_
Central School -	-	-	137	1	
Poor Schools -	000	coa	25	-	Same
Ely Grammar School	-	_	24	_	-
Ely Class -		-	13	-	
Royston		-	8	-	_
Huntingdon	_	_	37	3	
Department, head mone	0.17	800	0,		
and travelling expens	ses	**	26	4	6
		-			
Tomer		C	910	0	0米

201, should be deducted from this for travel-18 expenses to Ely, Royston, and Huntingdon.

34.—Cambridge School of Art: Master, Mr. D. Wood.

Programme of classes:-

Day Classes.

Ladies' advanced-Monday and Thursday, Two to Four. Fees for instruction, 1 l. 1 s. a. quarter; entrance, 5s. Gentlemen's advanced-Monday and Friday, eleven to one. Fees for instruction, 1 l. 1 s. a quarter; entrance, 5 s.

The advanced course includes drawing, and shading from copies and casts in chalk, sepia, &c.; monochrone painting, in oil, from the round and from the living subject; landscape, dead game, still life, fruit, flowers, and ornament; modelling and casting; artistic anatomy.

Ladies' elementary—Tuesday and Friday, two to four. Fees for instruction, 4 s. a month;

entrance, 2 s. 6 d.

The course of instruction in this class comprises free-hand drawing and shading from the flat

model drawing.

Juvenile class — Wednesday, quarter-past twelve to quarter-past one. This class is open to boys and girls under 13 years of age. Fees for instruction, 2s. 6 d. a month; entrance, 2s. 6 d.

Evening Classes.

Artisans' Class - Monday, Wednesday, and Friday, seven to nine. Fees for instruction, 2 s. a month; entrance, 2 s.

The course of instruction in this class comprises free-hand drawing and shading from the flat; drawing and shading from the round; painting in

monochrome and model drawing.

Male and female, practical geometry-Monday, six to seven. Fees for instruction, 8 s. a course; entrance, 2 s. Male and female, linear perspective—Friday, six to seven. Fees for instruction, 8 s. a course; entrance, 2 s.

A course of instruction in these classes extends over four months, viz., from March to June inclusive, or from October to January'inclusive.

Schoolmasters, schoolmistresses, and pupil teachers admitted at half the above fees.

Note.—Should a sufficient number of students present themselves, it is proposed to form other special classes for the study of orthographic projection, and elementary architecture, and a sketching class during the summer.

Royston.—£.30 per annum. Artisans' class— Tuesday, Thursday, Saturday, seven to nine, 2 s. per month. Ladies' class—Tuesday, Thursday,

seven to nine, 5 s. per month.

Ely. — Grammar school—Thursday nine to eleven, 24 l. per annum. Class at the Lamb Hotel—Eleven to half-past twelve, 1 l. 1 s. per

term of five months at 5 s. per month.

Huntingdon.—Choir school, 10 l. per annum, Wednesday, half-past eleven to half-past twelve. Ladies' class-Wednesday, quarter to two to quarter to four, 1 l. 1 s. per quarter. Mixed class—Wednesday, four to half-past five, 10 s. 6 d. per quarter.

35.—One pupil teacher.

36.—Total

^{*} I have to find examples for these schools, so that the amount received is not net income.

36.—Total amount of fees distributed:—

		S.	d.
Central School	268	6	6
Poor Schools	25	_	_
TOTAL £.	293	6	6
Master's share of Central School			
Fees	137	1	
	137 25	1	_

The fees of the branch schools at Ely, Huntingdon, and Royston, are received by the master, and are given wholly to him; they are not included in the above.

37.—None.

38. -- Central School, 215.

 $39 - 40\frac{11}{43}$ times, or 78 hours 23 minutes and 9# seconds.

40.-Male students:-

7	attended	1 mth.	8:	attended	6	mths
19	9.9	2 mths.	6	9'9	7	99
9	99	3 ,,	4	23	8	29
10	99	4 ,,	9	99	9	99
5	99	5 ,,	12	99	10	99
	T	OTAL -		89.		,,

41.—Female students:—

7	attended	l 1 mth.	15	attended	6	mths
10	99	2 mths.	9	,,	7	22
18	99	3 ,,	12	99	8	22
13	99	4 ,,	15	99	9	29
10	22	5 ,,	17	☀ 99	10	99
0 5	in C	OTAL -		126		

43.—153, February 1864; 78, April 1863.

43.—153, February 1661, 16, 17, 1603, 1644.—Pupil teacher, two prize students, even fifteenth pupil from private schools (only one).

45.—We have none except the receipt on pay.

46.—We have no such rules.

47.—52 in competition for medals. 1b, 2b, 3 4b, 5b, 6a, 7a, 8b, 10a, 10b, 11b, 12a, 13a, 14a, 15a 22b, 22c. 48.—Landscapes from the flat and head

Ladies in advance class require them.

49.—Paintings lent, occasionally landscapes, coloured pencil, heads in black and white.

50.—None.

*51.—Inventoried and classified, not labelled 52.—Entered; the school has no stamp.

53.—No. Yes. 54, 55.—None.

56.—See answer to 28.

57.—One 14 April; attended by 361. On from 5 June to 11 June 1863; visited by 1,068

58. — 14 s. 6 d. to three students in the juvenile class; 1 l. 11 s. 6 d. from subscription the Committee to two pupils for outdoor studies

59.—General progress in juvenile class, an

two landscape sketches in pencil.
60.—April 1863, 23; February 1864, 68.

61.—1860, 15; 1861, 5 prizes and 11 certificates; 1862, 13 prizes and 17 certificates; 1863 11 prizes, 19 certificates.

62.—1860, 4; 1861, 10; 1862, 12; 1863, 10 1864, 20.

63.—1863, 2; 1864, 1a.

64.—1860, 1; 1861, 1; 1862, 1.

W. J. Beamont, Hon. Sec. Daniel Wood, Master.

CARLISLE SCHOOL OF ART.

1.—Carlisle School of Art.

2.—Yes.

3.—Three rooms.

4.-50 or 60.

5.—Yes.

6.—The neighbourhood is not so satisfactory as might be desired, but there is great difficulty in getting more suitable rooms in Carlisle.

7.—It was not aided.

8.-£.25.

9.—Mr. Robert Mackereth, York.

10.-Not that I am aware of.

11.-No.

12.—No.

13.—Yes; very desirable.
14.—No. The department have sent a few articles down on account of medals, but not sufficient to be worthy the name of a museum.

(2)—A museum should be an important feature

15.—The committee have so frequently to canvass the town for local expenses, that they fear it would be useless to ask the public to contribute to a local museum.

16.—Not specially for forming a museum; three electrotypes have been selected towards forming a museum on account of medal awards.

17.—No; it has been with great difficulty that

the committee has been able to pay local expenses, and at present the school is 60 \(l\). in debt.

18.—Answered in Query 16.

19.—No. The committee feel (in their present financial state) that they dare not bring it to Carlisle, on account of the great expense connected with it.

20.—The list of examples is so meagre that the local committee think it is very little use apply

ing for them.

21.—A few elementary works, such as David-

son's elementary drawing, &c.
22.—We have a few books, but not sufficient in number to form a library.

23.—We have no books lent by the Board, of the department.

24.—None; cannot afford to pay travelling ex-

25.—H. Lees, Esq. Three certificates, 1st. 2d, and 6th.

26.—Three years and six months; six months during this period in charge of the Durham School of Art.

27.-20s. per week for two years; afterwards,

30s. per week. 28.—Mr. Lees has been twice to London at the expense of the department, but does not remember the contract of the department. ber the dates.

^{*} No record was kept of anything prior to October 1862. The present master has inventoried and classified.

29.—Sixteen hours. 30.-No record kept.

32. One week at Easter, six weeks at Midmer, and two weeks at Christmas.

33.—Certificate 15 l., prizes 1 l. 10 l., classes 1 l. 15 s., Total 31 l. 5 s. (not including private

eaching).

34.—(1). General class 2s. per month, three genings per week from 7 to 9. (2). Teachers' lass, two evenings, 7 to 9. Teachers, 2s. per north; pupil teachers, 1s. per month. (3.) Morng class, 6s. per month; two mornings per week om 11 to 1.

35.-None.

36.-£.29 10 s. 0 d., half to master, the other alf to the committee for local expenses.

37.—We have no printed rules, but the master as drawn up a few and placed them on the notice pard.

39.—Four months.

40.-Male students:-

	4	attended	10	mths.	6	attended	ô	mths
1	2	99 '	9	22	14	. 99	4	99
	2	99	8	93	17	99	3	99
	3	2.99	7	22	14	33	2	93
	5	99	6	99	10	23	1	52

41.—Female students:

TIO	or ornered.	00000000000				
1	attended	10 mths.	3	attended	5	mths.
0	39	9 ,,	3	22	4	. 22
4	31	8 "	3	- 33	3	37
3	13	7 ,,	3	22	2	59
2	27	6 ,,	3	29	1	,,
42	-160.					

43.—14 children of poor schools passed.

44.-Only free students exempted, of whom

we had two, but these were abolished by the new App. No. 16. Minutes in June 1863.

45.—None used.

46.—None printed.

47.—No record kept.

48.—Deviations are only made to suit the different trades of the students, as it is very often felt that the Department course is not sufficiently comprehensive.

49.—The committee find that the morning class (which is the best paying class in the school) cannot be conducted without a more extended course of landscape examples than is sanctioned by the Department.

50.—The master sometimes takes the students out into the fields, or introduces plants into the

school.

51.—No inventory is kept.

52.-No.

53.—There are no scholarships, but the committee are well aware that they are desirable, if they had only funds to grant them.

54.—None; the inducement not sufficient.

55.—None.

56.—No; too far from London.

57.—One of the student's works, and one of the national medallion drawings annually; students' works at the end of March; medallion drawings at various times; about 2,000.

58.—No local funds to spare for the purpose. 59.—This is answered by Query 58.

60.-116.

61.-54 since the origin; six for 1863.

62.—90 since the origin; 13 for 1863.

63.—No record kept.

64.—Three; none for 1863.

J. H. Hannah, 20 May. Secretary.

CARNARVON SCHOOL OF ART,

WITH BRANCHES AT BANGOR AND PORTMADOC.

1.—Carnarvon School of Art, with branches at Bangor and Portmadoc.

2.—No. It is held in the Infant School-rooms t Carnarvon and Bangor, and in the National School Class-room at Portmadoc.

3.—One in each place.

4.—The rooms are large. Desks for 50 each.

5.—It is not.

6.—No steps have yet been taken, but it has en proposed to erect a public building for a useum, school of art, &c. &c.

7.-No grant.

8.—None.

9.—Trustees of the schools.

10.-None. 11.-No.

12.—None; the school is self-supporting.

13.—No; but a museum would be very deable, and space to exhibit specimens illustrative of the course of instruction.

14.—None; but it would be very desirable.

15.—None.

16.—A few things from the Science and Art Department on account of medals and medallions. 17, 18.—None.

19.—Yes, in 1856; at a loss of 5 l.

20.—No. Because there is no safe-room for eir custody.

Owen Jones' Grammar of Ornament; B. Warren's Italy; Robinson's Treasury of 0.53.

Ornamental Art, and smaller books on art, presented on account of medals and medallions.

22.-None; only the books obtained on account of medals and medallions.

24.—None.

25.—John Cambrian Rowland, one certificate.

26.—Five months.

27.-About 10 l., being 1 l. a week during the time he was teaching evening classes in Somerset House.

28.—The master has visited London several times, and was in Paris in 1855. One student was sent to Paris in 1855, at the expense of the Department.

39.—22 hours between Carnarvon, Bangor, and Portmadoc Schools of Art classes; 13 hours at public schools, and six hours at private schools, besides the time taken in travelling upwards of 80 miles per week.

30.—Five days in 1863, through illness.

31.—None.

32.—From 15th June till first Monday in August, and from 24th December till first Monday in January.

33.—£. 140.

34.—Ladies' classes at Carnarvon on Mondays, Tuesdays and Wednesdays, from 5 to 7 o'clock p. m., 10 s. each; same at Bangor on Thursdays from 4 to 6 p. m., 10 s. each; same at Portmadoc on Saturdays, 11 to 3 o'clock, 21 s. each; 3 F 4 mechanics'

App. No. 16. mechanics' classes, Carnarvon, Monday, Tuesday and Wednesday, 7 to 9 p.m., 5 s. each; same at Bangor, Thursday and Friday, 7 to 9 p.m., 10 s. each; same at Portmadoc, Saturday, 7 to 9, 6 s. each (fees per quarter).

35.—Two pupil teachers, one at Bangor and one at Portmadoc. The pupil teachers have been discontinued, and one local scholar appointed in

the Bangor district.

36.—£. 40 10 s. After paying for examples, firing, &c., the remainder is paid to the master.

37.—Only a register is kept.

38.-89.

39.—Ladies' class, 12; mechanics' class, 31.

42.--922.

43.-60.

44.—Yes, there are eight children of poor parents, or orphans, who are anxious to learn.

45.—None used. They are registered only.

46.—None printed.

48.—No deviations made, but examples not supplied by the Department are used in stages four and six for variety.

49.—Ornaments, and the human figure, shade for variety.

50.—They draw from plants, and are taken out occasionally to do so.

51.—The collection is small, and therefore no labelled.

52.—Yes.

53.—Only one local scholarship; three would be very desirable.

55.—Richard Griffith.

56.—Yes, the master has devoted portions of of the Midsummer holidays to studying in the National Art Museum.

57.—The works of the students were exhibited at the times of inspection by from 400 to 500 persons.

58.—None. 60.-206.

61.—121.

62.—82.

63.—No register kept.

64.—Two.

CHELTENHAM SCHOOL OF ART.

-Cheltenham School of Art.

2.—Separate building.

3.—Three.

4.—70 or 80.

5.—Moderately so.

6, 7.—None.

8.-£. 20.

9.—Private owner.

10.—None in which the school is interested.

11, 12.— No.

13.-No room for museum, and would be of very secondary importance here.

14.—None; see Answer 13.

15.-Merely occasional purchases by committee of objects directly useful for study. 16.—Nothing with the object of forming a mu-

seum.

17.—No.

18.—Objects have been obtained as prizes for use in the school for study or reference, but no museum here has been contemplated.

19.—No. 20.—Pictures for study occasionally; see An-

21.—Cast, prints, books, and examples.

22.—No, excepting a few books for reference.

23.—None lent.

24.-None.

25.—James P. Knight; one certificate.

26, 27.—Appointed under the Board of Trade before the training school was established (studied at Somerset House.)

28.—Master to Paris in 1855, and London in 1862, 1860, 1859, 1858, 1857, 1856.

29.-36.

30.—Never absent.

31. - Never required; see Answer 30.

32.-Midsummer, six weeks; Easter, one, and Christmas, two weeks.

33.—£. 208 9s. 11d.

34.--Morning class, 10 to 1, three times per week: fee, 15s. per quarter (since raised to 21s.); evening class, 6 to 9, three times per week: fee, 5 s. per quarter. Pupil teachers class, 2 s. 6 d. per annum; one evening, 6 to 9.

35.—One pupil teacher in 1863.

36.—School of Art - -- £. 129 7 Other institutions 110

£. 239 7

Rent - £. 20 -Attendant 14 11 Printing and Stationery 1 12 Fire and Light 8 12 Sundries Master's salary 190 9

37.—None beyond requiring the payment of fees in advance, and an admonition from the master when necessary.

38.—Females, 109; males, 45.

39.—40 lessons.

40

U.	_	-Male Stu	iden	ts:—				
	9	attended	101	nths.	1 1	attended	4	mtl
	2	99	9	22	16	99	3	99
	5	99	6	23	9	99	2	22
	4	99	5	29	2	99	1	99
4		T3 1	. 1					

41.—Female students:

13	attended	10	mths.	7	attended	4	mtì
13	99	9	77	25	29	3	99
1	99	8	99	13	99	2	23
22	,,	6	99	4	,,	1	33
8	22	5	99				

42.—1,090, who pay nothing.

43.--62.

44.—Five prize students.

45.— Form as follows:—

Admission Ticket—Cheltenham School of Art, 45, Winchcomb-street.

Received

which sum entitles the pupil to lessons on

during the quarter ending

186

* All fees payable in advance, and all lessons to be taken during the current quarter.

46.—As follows:-

Regulations

Regulations for Students.

All applications for admission to be made to one of the Committee, or at the school, subject to approval by the Committee.

Any student who may be guilty of insubordination, or impropriety, or levity of conduct or behaviour, or who may injure or deface any of the desks, seats, or other objects in the school, may

be refused further admission till the case shall have been laid before the Committee, who may expel such student if they see fit, with forfeiture of the fees of admission.

Students are to find their own materials for drawing, &c., and of the kinds prescribed by the

Advanced students may attend for study at extra hours upon its being previously so arranged.

The tickets of admission are to be shown to the master whenever they are required.

By Order of the Committee.

School of Art, 12 April 1853.

47.-40 competition drawings produced for inspection; no account kept of the less important works or of the stages.

48.—Very little departure from school course App. No. 16. in the introduction of chalk heads and pencil landscapes.

49.—Water-colour landscapes, besides those furnished in chromo by the Department, because required by the morning class.

50.—Students encouraged to draw from nature, and bring in their work for master's inspection.

51.—Yes.

52.—Yes, stamped or written in.

53.—None attached, but one or two might be very useful.

54.—None.

55.—None in 1863; Robert T. Waite previously.

57.—One in April 1863; 450 visitors.

58.—None.

60.-229.

61.—155, exclusive of the training colleges here, the students being taught by the School of Art master, but not examined there.

62.-146.

63.—No account preserved of local honourable mentions.

64. Three, and one honourable mention.

CHESTER SCHOOL OF ART.

1.-Chester School of Art, with branches at Crewe and Wrexham.

2.—The Chester School occupies the entire floor over the Mechanics' Institution. At Crewe the classes meet in large rooms in the Mechanics' Institution; and at Wrexham, in the large room of the Savings Bank. The rooms at Chester are not used for any other purpose.

3.-At Chester 3, including master's room; at

Crewe 1; Wrexham 1.

4.—Chester 85; Crewe 50 (more room if required can be had); Wrexham, the room would ontain 200 or more.

5.--Perfectly, at present.

8.—At Chester, rent 10 l. per year; at Crewe, coms provided by Mechanics' Institution free; at Wrexham, room lent by trustees of Savings Bank; we only pay for attendance.
9.—Chester: Trustees of the Mechanics' In-

stitution. Wrexham: Trustees of the Savings' Bank. Crewe: London and North Western Railway Company.

10.—Chester, mortgage 400 l.

11.—Chester, no; Wrexham, no; Crewe,

12.-No.

13.—It would be possible to give space for a useum in Chester and Crewe.

14.—There is not any museum as yet attached the school. It would be desirable to form one, ot only of objects of ornamental art, but of meanical, engineering, and architectural models nd materials. The master is now soliciting conbibutions for this purpose.

15.—See reply to last question.

16.—No presents have been received from any Parter, other than the Department.

17.—No, our income does not admit of it.

18.—Many parcels of casts, vases, examples of mament, figure, &c., and books, have been received from the Department, as awards (of 10 each), on medals; also as presentations of samples.

19.—No, we have never applied for it.

20.-No, we have not hitherto had necessity to borrow, but are now about doing so.

21.-Vases, casts of ornaments and figures, books, diagrams, drawing models, models for study of projection, examples of figure and ornament, fruit, flowers, &c.

22.—There is only a nucleus of a library, consisting of the books presented by the Department as awards for medals. These, as well as books, the property of the master, are kept in constant circulation.

23.—The only books we have had are those

mentioned in last reply.

24.—Between 1858 and 1864, 32 volumes have been borrowed, and the usual term of loan (1 month) has in three cases been extended to two, and in four cases to three months.

25.—Ellis A. Davidson. — Art certificates, Groups 1, 6 a, 6 b. Science certificates, geometrical drawing, 1st class. Mechanical drawing, 1st class. Building, construction, 1st class. Physiology, 2d class. Zoology, 3d class. Silver medallist 1862, three prizes.

26.—September, October, November, 1852.

27.-Not any.

28.-July 1855, Paris Exhibition (won by competition). May 1856, London. Conference on public examination in drawing. meetings of masters, up to 1861, inclusive. July 1862, London. Study in mechanical class and examination. July 1863, London. Examination for certificates.

29. - Fifty-six hours and three quarters. This includes the hours spent in teaching, and in walking and travelling from one place to the other. The master does not attend on Saturdays. 3 G

App. No. 16. does does not include the time spent in preparation of lessons, &c.

30.—The master was absent to attend two science examinations in London in November last. The school was conducted by the pupil teachers. The master has not been absent on any other occasions.

31.—There is no special record kept, nor has any such been required by regulation. Quarterly certificates of the master's attention have been transmitted to the secretary.

32.—Five weeks at Midsummer, and five at

33.—£. 281. 1. 6.

99.—<u>I</u>. 201

Name of Class.	Entrance Fee.	Monthly Fee.	Days of Meeting.	Hours of Meeting.	Number of Hours' Instruction per Week.	Total of Fees received during the Year.
A. Chester Artisans	1 s.	2 5.	Monday, Tuesday, Wednes-	6.30 to 8	41/2	£. s. d. 31 18 6
B. Papil Teachers and Teachers.	-	6d. and 2s.	day. Monday, Tuesday, Wednes- day.	6,30 to 8	41/2	3 10 -
C. Female Day Class		3 s. and 10 s.	Wednesday, Friday.	12 to 1	2	8 15 -
D. Wrexham Day	-	15 s. per	Thursday -	9 to 11	2	25 10 -
Class. E. Crewe Artisans -	1 8.	quarter.	Tuesday, Thursday	6.30 to 8	3	21 8 -
F. Crewe Female	18.	2 s.	Tuesday, Thursday	7 to 8.30 5.30 to 7	} 3	1 6 -
	7	1	T	OTAL	- £.	92 7 6

35.-Two.

36.—See Table given in reply to Question No. 34.

37.—The students are not allowed to enter later than quarter of an hour after the stated time, unless under special circumstances, or by a written explanation from parent, guardian, or employer.

38.—Male - - - 110

Female pupil teachers - 6
Female day classes - - 17

Tree scholars (Local, see reply 44) 23
Department prize students - 7

163

39.—Twice a week.

40, 41.—Number of students who have paid fees-

Name of Class.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	TOTAL*.
A. Chester, Artisans B. Pupil Teachers and Teachers C. Female Day Classes D. Wrexham, Ladies Class E. Crewe, Artisan Class F. Crewe, Female Class	1 Vacation.	7 1 7 31 1	34 7 1 7 30 2 81	30 7 1 7 24 2	24 7 1 7 24 2	7 1 7 15 2	1 Vacation.	1	7 5	28 7 6 9 25 1	30 7 6 9 26 1	23 7 4 9 28 1	57 7 6 11 50 2 133

• In this Column is given the number of individual students who have attended the class at any time during the year, but none are counted twice.

42.-2,382.

43.-362.

44.—There have been the Department Prize Studentships, three of which are still in force. There is also a "free division, to which the master from time to time appoints scholars for a half year or more. These free scholarships are given to boys of great merit in national schools, who have passed all the first-grade examinations. This has been found to act very beneficially, and in many cases the boys remain afterwards as paying students. When this occurs, the 1s. entrance fee is remitted. Several medals, and second prizes, are taken annually by such students.

45, 46.—We have not either.

47.—No account has been kept, so very many sheets being purely elementary, or consisting of problems in geometry, &c., as not to entitle them to the name of "works." A quantity of the best are however always retained, to show the inspector at his annual visit. At Crewe, all the work done is annually inspected by two gentlemen appointed by the council of the institution.

48.—The school course is strictly adhered to, with the trifling exception noted in next reply.

49.—There are a few good landscapes and heads used; but these are never used in the artisans' classes, but merely for variety in the female day classes, C. and D., for those who are learning drawing as an accomplishment only. The purchase of these has not in any way been aided by grant from the Department of Science and Art.

50.—From nature. The students have permission to draw in the leading nurseries and conservatories in the neighbourhood, and plants and fruits are willingly furnished for the use of the school. As to sketching in buildings, the master has obtained the permission from the dean, and from the rectors of several good gothic churches, for the students to draw in the cathedral, &c. A set of gothic studies thus produced (stage 22 a), has this year gained a local medal, and is in the national competition.

51 and 52.—Yes.

53.—See reply to Question 44. 54.—See reply to Question 55.

55.—Not any direct from here, but one (S Fildes), who had his entire early education here, and who passed all the second-grade papers, obtained local medal and national medallion here, was transerred to Warrington, and thence pro-

ceeded to South Kensington.

56.—See reply to Question 28.
57.—There was an exhibition of the works of the students, together with some fine photographs, in January last, which was numerously attended

58.—There have not been any local prizes there being no local fund.

59.—See No. 58.

60.-1,102.

61.-620.

62.-96.

63.—15. 64.—One.

Ellis A. Davidson, Head Master.

20 May 1864.

CIRENCESTER SCHOOL OF ART.

App. No. 16.

1.-Cirencester School of Art.

2.-In a portion or the buildings on the premises of the Corn Hall Company, occupied by public reading rooms and offices.

3.-Two.

4.-40 at one time.

5.—Quite so.

7.-Nothing.

8.—£.16 per annum. 9.—Corn Hall Company.

10, 11, 12.—No.

13.—No. Not sufficient cause for the estalishment of one.

14.—None.

15.-For the grants for local medals, a few ronzes and drawings have been obtained, forming small nucleus of a collection.

16.-None, excepting the awards from the Deartment spoken of above.

18.—Frescoes, &c. as prizes in national compe-

19.—No.

20.—No. We have not sufficient knowledge of hat works are available for loans.

21.—Bradley's Geometry, 2 vols. 22.—One gradually forming.

23.—There have been no books added by the mds of the Committee. Three volumes have en borrowed for a few weeks from the Depart-

24.—The three mentioned above.

25.—J. Miller. 1, 6 a, 6 b.

26.—Two years.

27.—£. 30 a year certificate money. 28.—În 1862, the master visited the Interational Exhibition at expense of the Depart-

29.-38 hours.

30.-None at all.

31.-No.

32.—Seven weeks in summer, and two ditto in

33.—£. 150.

34.—Four classes: per quarter. Morning class, 2 days a week, 12 to 2 - 20 s. Afternoon, 3 2 to 4 - 10 s. Men's evening, 3 7 to 9 - 5s. Females , 2 6 to 8 -

35. - One pupil teacher; one local scholar.

36.—£. 89. 1 s. Paid half to the master, half to the Committee.

37.—Not any.

38. -125.

39.-Morning class, attend about five-eighths; the others attend about seven-eights of the

40.—Male students. 1st quarter, 33 paid fees.

2d 99 32 99 3d 39 21 99 4th 99 29 99 33

41.-Female students. 1st quarter, 30 paid fees. 2d 9.9

32 99 . 3d40 93 99 4th 44

42.--660.

43.—86.

44.—Only prize students, seven in number.

47.-No register. Principally in stages 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 22, and 23.

48. - For the morning class, water colour draw-

ing has been studied.

49.—Some chromo-lithographs for the above object, and Prout & Harding's Lessons in Chalk and Pencil, because the Department have not issued any in these sections.

50.—The students are encouraged to draw from nature at the school, or otherwise.

51.—Not labelled.

52.—Yes.

53.—There is only the local scholarships.

54, 55.—None.

56.-No.

57.—Two last year in May and November; about 900 in May; 600 in November.

58.—None.

60.-89.

61.-30.

62.—65, not including those just awarded.

63.—11

64.-Two.

Henry Zachery, Hon. Sec. (signed)

CLONMEL SCHOOL OF ART.

1.-Clonmel School of Art.

2.-No; it is part of the Clonmel Mechanics' nstitute.

3.-Two.

4.—There is ample accommodation for 50 udents in one class.

5.—Yes; quite satisfactory

8. No rent is paid out of School of Art funds, the building is the property of the Mechanics' stitute, the ground rent of which is 25 l. per num, under lease held by trustees.

-Answered in No. 8. 10.-None whatever.

ll, 12.—No. 13.—Yes.

0.53.

14.-The Mechanics' Institute have already the nucleus of a Museum of Natural History, Mineralogy, &c., but the want of specimens of objects of art has not as yet been felt.

15.-No, except the purchase of casts from the Department at the opening of the school in 1854.

16.—No.

17.—The balance of Exhibition of 1858, most of which is still on hand.

18.—No.

19.—Yes; in 1858 profit was 16 l.

20.-No; have not been required, but the Committee await the publication of a catalogue by the Department, as promised in their circular, No. 8, 1864, date 26th of February.

3 G 2

21.—Casts,

App. No. 16.

21.—Casts, 6; books, reports, directories, &c., 30; drawings, 39; sets of drawings, 14; models, 1 set; almanacs, 4 each, for seven years; imperial frames, 4; list of schools, 1.

22.—The library of the Mechanics' Institute,

which contains over 4,000 volumes. 24.—None have been borrowed.

25.—Edward A. Fraser, A 1 and 6 b.

26.—Four years.

27.—£. 1 per week.
28.—Late master, Mr. James Healy, visited
Paris in 1855 or 1856, and London on two or three occasions.

29.—24 ½ hours.

30.—Edward A. Fraser, 7 days.

31.—Yes.

32.—Ten days at Easter, six weeks at Midsummer, and 10 days at Christmas.

33.—Edward A. Fraser, 99 l. 3 s

34.—Three classes:—Female, Monday, Wednesday, and Friday, 11 to 1 a.m.
Male, Monday, Wednesday, and Friday, 7 to

Female, Tuesday and Thursday, 7 to 9, p.m. 36.—Total, 30 l. 6 s. 6 d.; master's portion, 22 l. 14 s. 10 d., and Committee's portion, 7 l. 11 s. 8 d., towards firing and lighting.

37.—They sign their names and hour of entering the school in a book for the purpose.

38.—Females, 17; males, 19: total, 36.

39.—Five months.

40.-Male students:-2 for 10 months. 1 for 5 months. 3 ,, 4 1 ,, 9 33 1 ,, 7 1 ,, 6 3 ,, 2 41.—Female students: 4 for 10 months. 4 for 4 months.

2 ,, 3 1 ,, 29 8 22 2 ,, 2 2 ,, 6 2 ,, 5 42.—150. - 5

43.-24.

44.—None are exempt.

45.—No printed form is used.

46.—The courses of instruction are divided

Elementary, including practical geometry, perspective, free hand drawing from copies, model drawing, and elementary colour.

Advanced, including drawing and shading from casts, drawing and painting figure, ornament, landscape, flowers, still life, &c.; anatomical drawing, elementary design, architectural and mechanical drawing.

The classes are as follows:-

Day class.—Class A., Ladies, Monday, Wednesday, and Friday, 11 to 1 o'clock. Fees, elementary instruction, 15 s. per term of 21/2 months; advanced, 21 s. per term. Students, if eligible, can be admitted to the advanced class after a year's attendance, at the same fees as the elementary.

Evening classes:—Class B., artisans, apprentices, schoolboys, &c., Monday, Wednesday, and Friday, 7 to 9 o'clock, p.m. Fees, 5 s. per term. Artisans' children and apprentices, 2 s. 6 d. per

term.

Class C., Ladies, Tuesday and Thursday, 7 to 9 o'clock, p.m. Fees, 5 s. per term. Entrance fees, to be allowed on payment for the third term of uninterrupted attendance, Class A., 5 s.; Classes B. and C., 2 s.

Provision will be made for opening an after-

noon class for males, provided a sufficient number signify their intention of joining; the hours to be from 5 to 7 o'clock, on three evenings in the week. Fees, 10 s. per term.

The school is provided with easts from the antique; models, diagrams, and examples in outline, shaded and coloured; in the figure, organized that the state of the st ment, landscape, still life, &c. &c. All of thes are specially adapted for the objects to which they are devoted, having been prepared and selected solely for the purpose of Art Education as taught in the Schools of Art in connection with the Science and Art Department.

An inspector of the Department holds an examination annually in the school, and deserving students receive bronze medals or prizes, such as drawing board and square, boxes of instruments, of colours, &c., for distinguished excellence in the particular subject in which they may be ex-

amined.

The year is divided into four terms of two and a-half months' each, and the Committee have arranged that in each of these terms the students shall receive two and a-half months' instruction exclusive of vacations.

The vacations are, 10 days at Easter, six weeks at Kidsummer, and 10 days at Christmas.

The holidays which are observed in the School of Art are as follows:—1st January, 6th January, 17th March, Good Friday, 24th May, 25th December, and all State holidays. Some of these may occur in the vacations.

There is no instruction on Saturdays.

The current and succeeding terms begin and end as follows:

Monday, 23 March, to Friday, 12 June. 15 June, to Friday, 9 October. 12 Oct., to Thursday, 24 December 99 6 January, to Friday, 18 March. 1864-

21 March, to Friday, 10 June. 13 June, to Friday, 7 October. 22

New students, joining after the commencement of a term will only be required to pay (in addi tion to the entrance fee) for the unexpired por tion of the term.

Pupils of the schools at the Institute, will be admitted to the evening class at half the usual fees Students in Class A. can attend Class C. with

out payment.

Students cannot be admitted to the advanced classes without giving satisfactory proof of the proficiency to the master.

Two or more members of the same family wil be admitted to the morning class at reduced rate All fees to be paid in advance to the Secretary

at the Institute.

47.—Total, 62:—stage 1-12; stage 2-4; stage 4-12; stage 5-6; stage 6-8; stage 12-1; stage 13-14; stage 14-4; stage 15-1.

48.—Parts of geometry and perspective are some cases omitted on account of the unwilling ness of some lady students to go through them.

49.—Some coloured landscapes, and heads copying in chalk, to meet the wishes of some

the students. 50.—The master goes out with some of the students to instruct them in sketching five nature, and occasionally, they bring flowers fruit, and foliage, to the school to draw from

51, 52.—Yes.

53.—No, but very desirable. 56.—The masters have occasionally used the privilege during the summer vacations.

57.—At the distribution of prizes in 1851

858, 1859, 1860, 1861, and 1862, no return of he attendance, they remained open for a week. 58.—No distribution in 1863.

£. s. d.

1856, the sum of 20 12 — was distributed to 17 students.

1858 ditto 10 — — ditto — 18 ditto.

1859 ditto 9 — 11 — ditto — 16 ditto.

1860 ditto 8 3 11 — ditto — 21 ditto.

1861 ditto 5 10 6 — ditto — 10 ditto. 1859 1860 1861 ditto ditto 4 18 -1862 9 ditto. TOTAL -£. 58 5 4. ditto

59.—Medal drawings received the first con- App. No. 16. sideration, then the number and excellence of the students' works.

60.—138.

61.-44.

62. -34.

63.—Six.

64.—None.

CORK SCHOOL OF ART.

1.—Cork School of Art.

2.—Part of another building occupied by the Royal Cork Institution.

3.—Seven.

4.-About 200.

5.-No; and as regards the arrangement and ghting of the rooms, very defective.

6.-Impossible from want of funds, as the thool is barely able to meet its expenses one ear with another.

7.-None.

8.-£. 60 per annum.

9.—The Royal Cork Institution are our immeiate landlords.

10.-Not that we are aware of

11.-Yes; the rent and a great portion of the working expenses are paid out of our portion of the borough rate, 172 l.

12.—Yes; a rate of $\frac{1}{2}d$. in the £. levied under Ir Ewart's Museum and Libraries' Act.

13.—There cannot; it is desirable.

14.—There are a few objects of art, such electrotypes, but it is very desirable that a useum should be formed.

15.-No; except as above.

16.—Yes; a few from private friends and out two dozen electrotypes, &c. from the Deartment, on account of National Medallions. 17.—No.

18.-Yes; the electrotypes, &c. above men-

19.-No; the Committee considered that der the present arrangements of the Departent the loss would be considerable.

20.-No; the only articles borrowed have been Mulready's Life Studies and some landscapes; peated applications were made last year for the omer, but without success. The Committee re not aware that any objects but those set rth in the small catalogue, issued by the Deartment, would be lent, and this catalogue only mprised a few paintings.

21. Some electrotypes, photographs, books, and 1sts, &c.

22.—Yes.

23.—The Board of Trade gave about 320, the epartment about 20, and the Committee about

24.—None.

25.-Mr. James Brenan, who holds four certi-

tes, viz.—1st, 2d, 3d, and 6th.
26.—Entered in March 1855, since which time has been assistant master at Birmingham for year, and four years master of the Cork

27.—About 310 %.

28.—In 1862. The Department made an

arrangement by which a master who exhibited at South Kensington, and whose school obtained a National Medallion, should be called up to London at the expense of the Department. Brenan complied with these conditions in 1863, but was not called up as promised.

29.—26 hours.

30.—Five days on business connected with the

31.—Yes, in the daily roll; but Mr. Brenan has been constant and regular in his attendance.

32.—From 24th December to 8th January, and from 24th June to 1st August.

33.—£. 199. 8 s. $10\frac{1}{2}d$.

34.—Six classes, meeting three days a week, from ten until four o clock; and five evenings from half-past six o'clock until nine o'clock.

35.—We had a pupil teacher, but when the allowance from the Department was withdrawn we were obliged to dismiss him; we have not applied for a local scholar, the number of children taught not being sufficient to entitle us to get one.

36.—£. 203. 16 s. 3 d. Three-fourths of central school fees and half of national school fees are paid to the master, the remainder is applied to pay for necessary expenses, as freights, gas, examples, &c.

37.—Perfectly voluntary.

38.—218.

39.—About four months.

40.—Male students:-

40 for 10 months. 35 for 3 months. 26 ,, 5 27 under 3

41.—Female students:

34 for 10 months. 26 for 3 months. 7 under 3

42.-132 passed through in the course of a year.

43.—34.

44.—None but prize students.

45.—None.

46.—Attendance.

1. The students on entering the school will be required to make a specimen drawing in the school, from which the master will judge what division of the class they are eligible to join.

2. No student can enter on an advanced stage of art until he has executed works qualified to obtain prizes in the preceding stage.

3. Students unable to attend at the specified hours of study, may obtain permission from the masters to come within the usual hours, but will be required to adhere to the time fixed upon.

4. Students who do not attend constantly and regularly are not allowed to compete for any of the prizes.

3 G 3

App. No. 16

5. No student is to leave the school before the time at which he leaves for the day, except when he has obtained permission from the masters.

6. Students who are very irregular in their attendance, or such as carelessly violate the rules of the school, will be dismissed.

CONDUCT.

7. The students are requested to conduct themselves with order, and to take their place immediately on entering the school. No talking will be permitted, or unnecessary moving about, particularly during the hours of study, when silence is absolutely required.

8. Students in passing through one class to another are requested not to disturb those already

at work.

9. No student to handle or misplace any of the casts; doing so, he will be made accountable for such examples as may be mislaid by him, and in case he injures the property of the school, he will be held accountable for such damage.

All cases of misconduct whatsoever, on the part of the students, to be reported to the master, who is responsible to the committee for the maintenance of proper discipline and attention to study.

47.—Stage 1 - 40 Stage 13 - 15	
,, 2 - 33 ,, 14 - 5	
,, 3 - 16 ,, 15 - 8	
9, 4 = 6 ,, 16 - 2	
9, 5 - 7 ,, 17 - 4	
,, 6 - 14 ,, 18 - 8	
,, 7 - 9 ,, 19 - 1	
,, 8 - 26 ,, 22 - 6	
,, 9 - 1 ,, 23 - 5	
,, 10 - 8	
,, 11 - 3	
,, 12 - 3	

besides outline ornament from the flat, &c.

48.—The deviations made are chiefly in the substitution of other examples in place of the laid down by the Department, This occurs is stages 4, 5, 8 b 2, &c.

49.—The fine collection of casts, although containing figures not laid down by the Department are availed of for study; also shaded heads, chromolithographs, architectural examples, &c. used because the Department has not supplied examples in those stages, and they are much sough after by the students.

50.—They purchase their own plants for examples. This entails considerable expense on the students, and the want of a botanical garden much felt.

51, 52.—Yes.

53.—There are none at present, but it is dearable.

54, 55.—None last year.

56.-No.

57.—Exhibition of drawings of students October; about 1,000 people attended. 58.—£. 35. 16 students,

59.—The principal subjects were:-

Flowers painted from nature, design for poplin, foliage in outline, landscape from nature head from life, mechanical drawing, architectura drawing, outline ornament from round, &c.

60.—110. 61.—220.

62 —218.

63.—80. 64.—10.

By order Committee,

Thomas S. Dunscombe, Secretary Cork School of Art.

May 1864.

COVENTRY SCHOOL OF ART.

1.—Coventry School of Art.

2.—It is a separate building.

3.—Eight rooms applicable for the purposes of the school.

4.—180.

5.—It is.

7.—£. 560.

9.—Trustees for the school.

10, 11. 12.—No.

13.—There is in the building a room intended for a museum.

14.—A museum will probably be formed, but it is not at present commenced.

15.-No.

16.—Not at present.

17.-No.

18.—£. 30 on account of national medals.

19. 20.-No.

21.—None in 1863.

22.—A very small one.

23.—Some books, examples, &c. perhaps 50 l. or 60 l. worth, were sent by the Board of Trade; very few added by the committee.

24.—None.

25.—John Anderson, head master, has obtained four certificates; the first, second, third, and sixth A.

26.—About five years.

27.—The first 18 months 15 s. per week; the next year 1 l.; the remaining time 25 s. poweek, with the exception of the following months when his time was occupied in teaching School of Art. In Halifax seven months, Dublin to months, Carlisle three months, Coventry is weeks. During these 14 months he received 30 per week from the Department.

28. Not aware that any such visits have bee

made.

29.—22 hours.

30. Believe there has been no such absence.

31.—No.

32.—Two weeks at Christmas, one at Easter and six weeks at Midsummer.

33.—Our new School of Art opened 4th Augus 1863, with a new master. His income for the half year ending 31st December was 64 l. 3 s. 8

34.—Four classes; 1st, artisans, every evening except Saturday, 7 to 9; fee, 5 s. per quarter. Female class, three evenings, 7 to 9; fee, 5 s. per quarter. Males, two afternoons, 2 to 4; fee, 2 s. 6 d. per quarter. Ladies' class, two afternoons, 2 to 4: fee, 10 s. per quarter.

35.—One.

26.	School fees for half year (the			
,0	master takes half and the	£	8:	d.
	committee half)	37	11	6
	Public school fees, of which			
	the committee take half			
	and the master half	27	12	6
	Free school capitation fees,			
	of which the master takes			
	. 1 1	16	13	4
		10	2.0	- X
	£	81	17	1
		01	11	*

The school was closed for five 38.—154.

39.—For half year, ladies, 20; artisans, male, 6: artisans, female, 4; afternoon class, 17.

40.-Male Students:-

 August - - 28

 September - 37

 October - - 37

 November - - 44 December - - 43

Afternoon, 17 each of the above months.

41.—Female Students:

		I	adie	š.		$\mathbf{F}\epsilon$	male	S.
	August -	***	18	-	-	-	2	
	September		20	-		7	4	
	October -	-	23	~	des.		. 5	
	November	mo	19	-	_	-	4	
	December	***	18	-	-	-	4	
	460.		1.	¥				
6.00	-98.							

46.—1st, Morning School. — Time of daily

ttendance, from 10-to 1.

2d. Evening School.—Time of daily attendance, om 7 to 10 o'clock, excepting Saturdays, Sunlays, Good Friday, three days at Easter, Her Majesty's birthday, and the appointed vacations of six weeks in the summer; commencing in June, and two weeks at Christmas, commencing n Christmas Day.

3d. Each student, on admission, to enter his me and address in a register for the purpose.

4th. No student to be admitted who is study-Fine Arts solely for the purpose of being a inter or sculptor.

5th. No student to be admitted under 10

ears of age.

6th. Students are to specify the school-hours t which they can attend, and to be required to tend with regularity at those hours.

7th. Students who do not attend constantly d regularly, not to be allowed to compete for

y of the prizes.

8th. No student, without permission, to leave eschool before the time at which he leaves for

9th. All students, on joining the school, to

ter the elementary class.

10th. Every student shall state, within the ist three months of his attendance, to what Partment of manufacture, or decorative art, he ends to apply his studies.

11th. The first three months after admission to considered probationary; and the continuance those students who do not make satisfactory

progress, not to be permitted beyond the end of App. No. 16.

12th. Every student to provide such materials as are required to be used in the school.

13th. No student to handle or misplace any of the casts or other examples.

14th. Any student who in any way injures the property of the school, to be held responsible, and to pay for the damage.

15th. From the lending library the students will be permitted to borrow books, one volume at a time, to be retained one week. For every day that a book is kept beyond that time, the students will be fined one penny; and if the book is in any way injured, he must replace it. 16th. The students are required to conduct

themselves with order, quietness, and regularity; and to sit down immediately in their proper places on coming into the school.

17th. No talking to be permitted, nor unneces-

sary moving about.

18th. All cases whatever of misconduct on the part of the students to be reported by the Master, who is responsible to the committee for the maintenance of proper discipline and attention to study in the school.

19th. Any infraction of the rules, or any irregularity of conduct committed in the school, may be punished at once by suspension of attendance. The offenders to be brought before the next meeting of the committee, for further proceedings as to dismissal or otherwise.

20th. Fees of admission to be paid to the master, in advance, on the day of admission.

47.-No account of the works executed is kept, excepting of those which are reserved for compe-

48.—In designs for ribbon for manufacture we are obliged to treat natural foliage in light and Designs so treated have always been refused by the Department. On the other hand, the most successful in the Department competition have always been refused by the manufac-

50.—Orders are given to students for plants, which are paid for by the committee.

51.—Yes, but the inventory is not complete. 52.—Stamped, but the inventory not complete. 53.—None.

55, 56.—Thomas Clark.

57.—A local exhibition of works is held in Sometimes the numbers attending October. have amounted to some thousands.

58.-£. 27. 9 s., contributed partly by the committee and partly by private donors, was distri-buted in prizes obtained by six students, and prizes to the value of 12 l. 9 s. 6 d. were also given by the committee to the students who obtained medals.

59.—Ribbons, draughting, watches, sideboard.

60.-307.

61 .- 121.

62.-167.

64.-16 national medals, two awards, and three honourable mentions.

App. No. 16. DARLINGTON GOVERNMENT SCHOOL OF ART.

1.—Darlington Government School of Art.
2.—The school was removed in March 1864, from a separate building to a more commodious room in the building of the Mechanics' Institute.

3.—Three.

4.—100 at a class.

5.—Yes. 6.—See No. 2.

7.—None.

8.—Now, 20 l.; last year 30 l.

9.—Trustees of the Mechanics' Institute.

10, 11. No.

12.-None.

13.-No; a museum would be an advantage. 14.—See 13.

15.—No.
16.—See 13.
17.—See 13.
18. Vocable of believe

18.—Yes. in 1863, there was a loss of 30 l.

20.-The risk and expense have been generally

21.—Casts, books, photographs, &c. &c.

22.—Yes.

23.—Consists entirely of books obtained as prizes, and such as have been presented by the students and supporters of the school.

24.—None.

25.—Samuel Elton, Esq.; 1st and 6th certificates.

26.—About two years previously; a student

about eight years.
27.—£. 1 per week for about six months;

11. 10 s. per week for one year. 28.—Visited Paris in 1855: London, 1859, 1860, 1861, 1862, on account of national medallions.

29.—23 hours teaching.

30.—None.

31.—There being only one master, he is required to be always in attendance; no register.

32.—One week at Easter; two months in summer, July and August.

33.—£. 121.

34.—The following course of art instruction given in the school is adapted for students generally, and also for artizans engaged in every branch of industry:-

Drawing by Aid of Instruments.—Geometry, linear perspective, mechanical and architectural drawing. Freehand Drawing.— Outline from the flat and round, shading in chalk, &c., model drawing. Painting in Oil and Water Colours.—Landscape, the figure, flowers, &c., from the flat and from nature. Elementary Design and Colour.

The year will be divided into two Sessions, each of five months' duration, commencing on 1st February and 1st September.

Special Class for Ladies-Tuesday and Friday mornings, from 11 to 1 o'clock. Fees, 8 s. per month; or 30 s. per Session. Special Class for Gentlemen—Tuesday and Thursday evenings, from 7 to 9 o'clock. Fees 4s. per month; or 15s. per Session. General Female Class—Tuesday and Thursday evenings, from 6.30 to 8.30. Fees 2 s. per month; or 15 s. per annum. Entrance fee, 2 s. General Male Class-Monday, Wednesday, and Friday evenings, from 7 to 9 o'clock. Fees, 2s. per month; or 1; per annum. Entrance fee, 2s. Mistresses and Female Pupil Teachers' Class Tuesda evenings, from 6.30 to 8.30. Fee, mis tresses, 10 s., and pupil teachers, 2 s. 6 d. pe annum. Masters' and Male Pupil Teacher Class—Wednesday evenings, from 7 to o'clock. Fees for the masters, 10 s., and pupil teachers 2s. 6d. per annum.

N.B.—All fees payable in advance.

35.—One pupil-teacher; no local scholars, but 10 prize students. 36.—£. 87 10 s.; two-thirds of which was paid

to the master.

37. None, a had a such list, and a sony 38 120 dang

39.—Average attendance of male students, 527 18 1 the The same shad visit each

40 .- Male students: Ilmon oil o 10 attended 1 mont | 4 attended 7 months s di 1199jor 8 viligi 6 towns, v2 months. 9 squary, 30 3 Vyjor vo. 4 sury son 9- 4, 4 31 ... 31 ... 10 ... 10 ... 7 moi, w 6 an en 88 - Total.

41.—Female students:

6 attended 1 month. | 4 attended 6 months. 2 attended 1 months.
2 and 3 months.
2 and 3 months.
2 and 3 months.
2 and 3 months.
3 months at 4 months.
3 months at 4 months.
42.—800. 11 10 32 '- Total.

43.—115. 44.—No.

46.—Rules of Management:

1st. The general affairs of the school shall be managed by a committee of 12, a treasurer, honorary secretary, and the master; the latter shall be, ex officio, a member of the committee, unless for any special purpose, requested by the chairman to withdraw.

2d. The committee shall be elected, by ballot from among the subscribers of one guinea and upwards. Half to retire annually, by rotation after the first election. The first half to retire to be decided by ballot, but those retiring to be eligible for re-election.

3d. All subscribers of 5 s. per annum and up wards, to be entitled to vote for the committee and each subscriber to have one vote for each member of the committee, for every 5 s. subscribed, to the number of four votes. Donors 5 s. and upwards, to have the same privilege for the year in which their donation is made.

4th. The secretary shall, at least seven day before the annual meeting, send to every sull scriber entitled to vote, a printed paper con taining a list of the retiring portion of the committee, the names of the subscribers eligible for election, and the number of votes to which he entitled, with a request that he will place a mar against the requisite number of names for whol he votes, and return it, or deliver it, sealed, the person appointed by the committee to receive the same, at the entrance door of the meeting. After the distribution of prizes at the annual meeting, the papers shall be examined by serious than tineers appointed by the meeting, and be by the declared. If any subscriber shall vote for mo

than the required number, his vote shall be altogether cancelled.

5th. The committee shall, out of their own number, annually, elect a chairman and vice-chairman; and also, from among themselves, or out of the remaining subscribers of a guinea and upwards, elect a treasurer and honorary secretary. The treasurer and secretary, if not appointed from out of the committee, shall be, ex officio, members of it. Should, however, the treasurer and secretary, or both, be elected from out of the committee, then the vacancy in the committee to be filled up by the persons standing next, in number of votes, on the current annual list.

6th. The names of the committee shall be placed in alphabetical order on a list in two columns; and they shall act in pairs, as visitors, for a month in each session. Each member shall have a copy of such list, and a notice shall also be sent by the secretary to each member as his

turn comes round.

7th. The visitors shall visit each class, at least once during the month, and shall, if they wish, or when specially requested by the committee, make a report to the secretary, together with any suggestions they may think proper; such suggestions to be considered by the sub-committee of the following month, who shall be at liberty to act on the suggestions, or allow them to stand over till the next general committee meeting, as they shall think fit.

8th. The chairman, vice-chairman, treasurer, secretary, the two visitors for the time being, and the master (unless requested, as aforesaid, by the chairman to retire) shall constitute a subcommittee to manage the details of the school, and shall meet whenever called together by the secretary, either for his own guidance, or at the

requisition of any member.

9th. The meetings of the general committee shall be held on the first Tuesday of February, May, August, and November, convened by cir-A special meeting may at any time be called by the secretary, on requisition of two

members of the committee.

10th. The annual meeting shall be held as soon after the receipt of the prizes from the Department as shall be determined by a special meeting of the general committee; when a report shall be presented of the operations and financial position of the school, the prizes awarded, officers elected, and such entertainment of an artistic nature as the general committee shall consider calculated to advance the interests of the school.

11th. Two auditors shall be elected at the App. No. 16. annual meeting from among the subscribers of 10 s. and upwards, to examine, for the year, all the accounts of the school.

12th. The committee shall have power to elect as patrons, donors of 5 l., annual subscribers of two guineas, or those who have otherwise mate-

rially aided the school.

13th. All vacancies occurring during the year, and not provided for otherwise, shall be filled up from the parties next on the voting list, and where such from any cause is impracticable, then the committee to fill up the same, having reference to the same conditions as if at an annual meeting.

14th. Annual subscribers of a guinea and upwards, to be entitled to a season ticket (not transferable) for every exhibition held in connection with the school. Annual subscribers of 5 s. and upwards, not being subscribers of a guinea and upwards, to be entitled to a ticket (not transferable) for one day of every such exhibition. Donors to be entitled to the same privileges for the year in which their donation is made.

15th. The committee shall have full power to

make such bye-laws and other rules and regulations for government, and do such other acts as may be in anywise necessary, so long as they are not contrary to the spirit of the general constitution; but shall not alter any of the above rules, without the consent of a general meeting of subscribers.

47.—No record kept.

48.—Some deviation from the school course is found to be necessary, but it is generally adhered

49.-A few water-colours, and Dusseldorf's Academy studies.

50.—None.

51.—In contemplation.

52.—They are all properly stamped, and a catalogue is being formed.

53.—No; but would be desirable.

54, 55, 56.—None.

57.—The works of the students are exhibited annually; no record kept of the number of visitors.

58, 59.—None.

60.-286.

61.—107.

62.-99.

63.—Six.

64.—Five.

J. C. Janson, Hon. Sec.

DEVONPORT SCHOOL OF ART.

1.—Devonport School of Art.

2.—In portion of large premises belonging to the Devonport Mechanics' Institute.

3.-Four.

4.—80 at one time.

5.—Very fair.

7.-No.

8.—£. 15.

9.—The shareholders of the Devonport Mechanics' Institute.

10.—Only to the shareholders.
11, 12.—No.

13, 14.—No. Yes.

15.—No.

16.—No. The Department seems to have confined their attention to South Kensington, mainly. 0.53.

17.—No.

18.—Yes. Examples, &c.
19.—Yes. £.46 profit. But the committee believe the small although valuable collection sent here had little influence on the receipts, the local contributions of works of art having been very attractive.

20.—The school has not been able to secure high-class pictures and other examples which

were needed.

21.-To the museum, none; to the school, a few awards on local medals.

22.—Yes, a small one.

23.—Neither the Board of Trade nor the Department added any.

24. - One work. 3 H

25.—T. Holmes:

App. No. 16.

25.—T. Holmes; first, second, and sixth.

26.—Three years.

27.—If this refers to the period in which the master was in the training college, about 200 %.

28.—None have been during the year 1863. 29.—311 hours the regular time prescribed. but it extends far beyond this.

30.—Never absent.

31.-Only the check of the committee and

secretaries visiting the school. 32.—Week at Easter, week at Christmas, two months at Midsummer.

33.—£. 150.

34. - Morning, 11 to 1 o'clock; fee, 3 L a year. Afternoon, $2\frac{1}{2}$ to $4\frac{1}{2}$ o'clock; fee, 2 l. a-year. Evening, 7 to 9 o'clock; fee, 15 s. a-year. Pupil teachers, 10 to 12 o'clock, A.M.; fee, 5 s. a-year. 35.—Two pupil teachers.

36.—£. 116; paying master, rent, attendance,

lighting, heating, and examples.

37.—The committee have found it difficult to resort to any rules for this purpose; but the students are generally punctual and regular in their attendance.

38.-134.

39.—Nine months during 1863.

42.—815.

43.-106.

44.—No.

45.—No form is used; the person intending to join the school applies personally.

47.—Total number, 683; stage 1 a, 152; 1b, 35; 1c, 121; 2b, 176; 3b, 21; 5b, 10; 6a, 40; 6 b, 29; 7 a, 8; 8 b, 14; 10 a, 6; 13 a, 15; 17 a, 13; 17 b, 8; 22 b, 1; 23 a, 5; 23 b, 3.

49.—Oil paintings and water-colour drawings have been borrowed from local collections and also some architectural and mechanical drawings; copies supplied by the Department being few and not useful for the purposes of the school,

50.—Students are taught in the school to copy plants, flowers, &c., but not out of it.

51.—They are so few they do not need it.

52.—Yes.

53.—No. Yes.

54.—None during the past year.

55.-None in 1863.

56.-No.

57.-None, excepting during the period of examination.

58.—None.

60, 61, 62, 63, 64.—In consequence of a change of masters, the early registers cannot be found.

DUBLIN SCHOOL OF ART.

1.—Dublin School of Art.

2.—Is in a separate building.

3.-Six.

4.-250.

5.—Yes.

7.—No. 8.-No rent.

9.—Royal Dublin Society.

10.—None.

12.-No.

13.—Yery limited space for museum; greater space is desirable.

14.-Small collection formed at different periods; should be extended.

15.-Collections consist chiefly of presenta-

16.—Yes, by private individuals and the Department of Science and Art.

18.-Yes.

19.—Yes, in 1858, profit 289 l. 9s. 6d.; and again in 1861, profit 31 l.

20.—No. See answer to 47.

21.—Objects and examples on account of two national medallions, and 13 local medals consisting of casts, photographs, electrotypes, flat examples, &c.

22.—A small one.

23.—All belong to the committee.

24.—None.

25.—Edwin Lyne, four certificates, first master; James Healy, one certificate, assistant master; Mary Julyan, three certificates, art mis-

26.—First master, three years; assistant master two years; art mistress, five years.

27 - First master about 104 l.; assistant master 1 l., and 1 l. 10 s. per week; art mistress about 150 l.

28.—First master visited Paris in 1855; assistant master visited Paris 1855, London 1857, 1858, 1860, 1862.

29.—First master, 30 hours; assistant master, 22 hours; art mistress, 16 hours.

30.—First master, one day; assistant master, one day; art mistress, two days.

31.—Yes.

32. Good Friday, Easter week, Her Majesty's Birthday, from Christmas-day to 8th January following, and the months of August and Septem-

33.—Head master appointed in October 1863, salary up to 31st December 40 l.; art mistress, appointed same date as above, salary up to 31st December 20 l.; assistant master.

34.—Three, all public, morning, afternoon, and evening; the first meets from ten to twelve on Mondays, Wednesdays, and Fridays; and also on the intervening days on payment of a larger fee; the second, on the same days, from twelve to two; the third, Mondays, Wednesdays, and Fridays, from seven to nine p.m. Fees for the two first, 2 s. 6 d., 4 s., and 5 s. entrance fees; monthly, 3 s., 8 s., and 10 s.; third or evening class, 1 s. entrance, and 1 s. 6 d. and 2 s. monthly.

35.—Three.

36.—£. 279 15 s. 9 d.

37.—None.

38 .-- 386.

39.—Males 79, females 61.

40.-Male students:-

29 attended 1 month. | 15 attended 6 months. 2 months. 19 3 7 3 43 3 1,, 3 33 331 12 , , 4 , , . 99 1 9 9 .8 5 ,, 4 , 29 . 10

41.—Female students:—

25 attended 1 month. 11 attended 6 months

2 months. 29 , 6 , 9 8 35 15 9 33 4 12 12 ,, 4 ,,

10 30 14 8 5 42.-962.

App. No. 16.

42.-962.

43.-76. 44.-No.

46.-None. . Ylingulersus

47.-Having been appointed to the management of this school in October 1863 I am unable to answer this question, no account having been left by my predecessor.

48.—No deviation.

49.-No.

50.—Students are admitted to the Botanic Gardens, Glasnevin, and to the Royal Zoological Society's Gardens, Phænix Park.

51, 52.—Yes.

53.—No. It is desirable.

54, 55.—None.

56.-No.

57.—Exhibition of students' works took place in October; 887 visitors.

58.—£. 6 15 s. 6 d. and 10 l. Taylor prize; eigh students obtained prizes.

59.—Painting from the life, copying pictures in oil, original architectural design, copying architectural drawings, anatomy.

62. - 182.

63.—35.

64.--12.

DUDLEY SCHOOL OF ART.

1.—Dudley School of Art.

2.—Held in a room over St. Thomas's National

3.-Three, without conveniences (water-closets,

4.—About 120.

5.—Satisfactory, with the exception of the lighting, which is as bad as can be well con-

6.-None; the plans were approved by the Department of Science and Art, and the committee do not feel inclined to incur fresh ex-

7.-£.312.

8.—An agreement has been entered into with the managers of St. Thomas's School to teach the same, as a set-off for ground rent.

9.—The committee.

10.-No.

11.-Nothing. 12.--No.

13.—None. It is desirable.

14.-No. 15.-None.

.6,—Only such as have been received on acount of medals.

17.—None.

18.—Yes.

19.—Yes, in July 1860; lost, 60 l.

21.—A few examples and casts in use for cometition, and a few books and diagrams.

22.-A very small one. 24.—About six.

25.—C. T. Sturtevant; three certificates.

26.—About two years. 27.—Cannot remember. 28.—Not at all in 1863.

29.—15, independent of out schools.

30.—Does not remember any.

31.-No.

32.—Six weeks at Midsummer, a week at aster, and two weeks at Christmas.

33.—About 200 l.

34.—The course of Instruction comprises: Elementary Free-hand Drawing and Practical cometry. These two subjects are absolutely cessary to the complete education of every skilled okman. Engineering and Mechanical Draw-8 -Adapted to builders, architects, pattern lakers, fitters, carpenters, and all engaged in the anufactory of machinery, &c. Architecture. haracteristic styles of, construction, &c. Dective.—Adapted to art students, architects, agineers, schoolmasters, and pupil teachers.

Modelling.—Adapted to chasers, modellers, stone and wood carvers. Ornamental Design and Historic Styles of Ornament.—Adapted to painters and decorators, glass-cutters, chasers, engravers, modellers, carvers, &c. &c. Painting in Oil and Water Colour, Shading in Crayon, and Illuminating.—Adapted to lady and gentlemen amateurs, and art students.

Class Hours and Fees for the Session:

Ladies' Class, Monday and Wednesday, 11 till o'clock; fee, 21.2s.

Gentlemen's Class, Monday and Wednesday, 3 till 5 o'clock; fee, 1 l. 10 s.
Night Class, Monday, Wednesday, and Friday, half-past 7 till half-past 9 o'clock; fee, 10 s.
Mechanical Class, Monday, Wednesday, and Friday, half-past 7 till half-past 9 o'clock; fee, 10 s.

Fees for Half Session:

Night Class, 5 s. 6 d.; Mechanical Class, 8 s.

All fees to be paid in advance.

The Spring session commences the 15th of January, and terminates June 24th.

The Autumn session commences the 15th August, and terminates the 14th of January.

Class lectures on practical geometry and perspective are included in the course of instruction given in each class.

Note.—Students in the night classes can enter for the month, in which case they will have to pay, in addition to the first payment, an entrance fee equal to a month's subscription for the class in which they enter.

35.—One pupil teacher.

36.—£. 98 9 s. 7 d.; all to the master.

37.—An entrance fee.

38.—66.

42.-1,021.

43.—101. 44.—Yes, the families of donors, 30 l. and upwards; no, at present 4.

46.—None in print.

47.-No register kept in 1863.

49.—Lithographic studies, water-colour landscapes, &c. &c., because the day classes could not be maintained without.

50.—None.

51, 52.—No.

53.—No; but it is desirable there should be.

55.—William M'Gill and Alexander Fisher.

56.—None.

58.—None.

64.—Three.

DUNDEE SCHOOL OF ART.

1.- Dundee School of Art.

2.-No; part of High School of Dundee.

3.-One.

5.—The ventilation is not quite satisfactory; otherwise, yes.

6.—The accommodation is sufficient.

7.-Not aided.

8.—No rent.

9.—To the corporation of the High School of Dundee.

10.-No.

11.—The High School Corporation allows the use of the class-room rent free.

12.—No.

13, 14.—No. Yes. 15, 16, 17, 18.—No.

19.—Yes; a loss of about 10 l., although the Department did not then make a charge of 1 l. per diem for the attendant as at present.

20.—The school has borrowed drawings by English masters for exhibition and study, and also lecture diagrams, with advantage; the expense of carriage hinders more frequent use of this privilege.

21.—Books, &c. presented to school since its commencement:

Owen Jones's Grammar of Ornament.

Photographs of Liber Studiorum.

2. Photographs of Liber Studiorum.
3. Five photographs from the antique.
4. Cast of thistle-leaf from nature.
*5. Waring's Italian Art.
*6. Robinson's Treasury of Ornament.
*7. The Arundel Society's prints of Perugino's St. Sebastian.

St. Sebastian.

8. Two lithographs of entique column.

9. Set of models.

10. Two Minton's vaces.

11. Barnard's Landscape Painting.

12. Two Dicksee's Perspective.

13. Fruit painted in water-colour by William Hunt, value 21 L, of which 20 L was paid by the Department and 1 L by the master.

14. Laxton's Examples of Building Construction, in parts.

in parts.
15. The Engineers' and Machinists' Drawing Book, plates mounted.

16. Ten sets of Walter Smith's Elementary Dia-

grams.

17. Ruskin's Modern Painters, 5 vols.

18. Ruskin's Stones of Venice, 3 vols.

19. Ruskin's Seven Lamps.

20. Ruskin's Perspective.

21. Gwilt's Encyclopædia of Architecture.

22. Cresy's Encyclopædia of Civil Engineering.

23. Fergusson's Handbook of Architecture, Ancient and Modern, 2 vols.

24. Streets. Brick and Marble, in the Middle

24. Streets, Brick and Marble, in the Middle

25. Carpenters' and Joiners' Assistant.
26. Bradley's Geometrical Drawing.

*27. Owen Jones's Alhambra.
The above list includes the most valuable articles received from the Department; in addition, the school has received many minor publications, casts, and examples, &c.

Those marked thus * were sent without allowing any choice to the school, and have never been of the slightest use.

22.-The books mentioned in last answer, with a few others from the school library.

23.—All presented or given as prizes by the Department.

24.—No books; some diagrams only.

25.—John Kennedy; art certificates in Groups 1, 2, and 6, and science certificate in Group 1 Subdivision 1.

26.—15 months.

27.—About 90 l.

28.—Paris (as a student) in August 1855; London in the years 1859, 1861, and 1862.

30.—The number of days cannot be exactly stated; the master has never been absent from the school for a whole day except on account of illness, or to visit schools in connection, or when required by the Department. our onovi-

the have lost their appointmeson -16

32.-All Saturdays, 25th December to 2nd January, 15th July to 31st August, and from the Thursday preceding to the Monday following the third Sundays of April and October, all inclu-

33.—About 350 l. from all sources connected with the school.

34.—Classes every day, except Saturday, from 9 till 9.55, 10 till 10.55, 11 till 11.55, 12 till 12.55, 1 till 1.55, 2 till 2.55, 3 till 3.55; fees for one hour 10 s. 10 d. per quarter, for two hours 12 s. 10 d. per quarter. Evening class on Mondays, Wednesdays, and Fridays, from 7.30 till 9.30; fees 2 s. per month. Pupil teachers' class on Fridays from 6.15 till 7.15; fees 2 s. 6 d. per

35.—The number of art-pupil teachers annually appointed gradually rose to five at the commencement of 1863; these appointments were abolished on the 31st December by the Minute of 3d March 1863, and local scholarships substituted; one local scholarship being allowed for every thousand poor children taught drawing; under the provisions of that Minute this school has one scholar fully and one provisionally appointed; only one fully qualified student could be found willing to apply for a scholarship; the result of the substi-tution for five art-pupil teachers of two local scholars is that the teaching of poor children is rapidly ceasing; the number taught in 1863 was 2,595, and this year the number is 1,877, showing a diminution of 27 per cent.; there is every reason to fear that the reduction will be still greater next year, and that the teaching of drawing to children of poor schools will soon cease altogether in this district.

36.—£. 491 2 s. 6 d. The fees are paid to the master, who retains the balance after all expenses are paid.

37.—A bell rings five minutes before the hour of assembling of each class; the five minutes' interval is allowed for the preceding class to put away their implements and disperse, and for the succeeding class to assemble; punctuality is insisted on and registers of attendance are kept; absentees are required, if young students, in bring a note of excuse from their parents.

38.—Day classes Pupil teachers dancion Evening class - 143

TOTAL -- 487

39.—Average

39. - Average attendance of each student of lay classes six months, of pupil teachers' class months, of evening class four months. These gerages are less than those for the school year, which commences in September and ends in July, as the majority of the students enter and leave at these dates.

40, 41.—The class lists of male and female students are not kept distinct in the books.

42.--2,595. 43.—First grade First grade - 522 Second grade - 100

TOTAL - - 622

44.-None are exempted except art-pupil eachers who have lost their appointments by the operation of the Minute of 3d March 1863.

45.—Forms used for the admission of stu-

No. 1.-For Young Students.

Write your christian and surname at full Age last birthday years. Birthplace Parent's name Occupation Residence

Hours of attendance, from o'clock till o'clock, and from o'clock till o'clock.

Date of day of the 186 .

No. 2.—For Artisans, &c.

Write your christian and surname at full length Age last birthday

years. Trade or occupation Residence

Date day of 186 .

46.—There is no special code printed for the School of Art; the rules for the High School, of which the School of Art is a Department, are as

General Regulations .- Attendance shall be given punctually during the hours appointed for eaching, both by the teachers and pupils.

When any teacher is prevented from attending whis duties by indisposition or other unavoidable ause, he shall forthwith give intimation of the circumstance to the secretary, and of the arrangements made for conducting the business of the asses in his absence.

The books of matriculation shall be regularly ept by the teachers; and each teacher shall, on day any pupil is received, enter the pupil's ame, and the other particulars mentioned in the rules, in the matriculation-book of the department. Should any pupil leave between quarterly erms, the fact, with the date of withdrawal, shall e noted in the matriculation-book.

Should injury arise, or any serious accident appen to a pupil while in a class or within the reas, the teacher in whose department such pupil be enrolled, shall, as soon as possible, after the inquiry, notify in writing to the secretary the esult of his investigation regarding the injury or coident, for the information of the directors or e proper committee.

In case any of the rules be contravened, or any vent or circumstance occur tending to the predice of the institution, the teachers shall take cognizance, in the first instance, of every such breach of order or injurious occurrence, and either App. No. 16. dispose thereof, or, if they see necessary, report the same, with their observations, to the direc-

Classes.—The quarter-days for all the classes, are the following, viz.,—The opening day of each session, 20th November, 1st February, and 20th

The pupils shall take their places in the classrooms without jostling or noise, and must uniformly submit to the authority of the teachers, who are charged with the maintenance of discipline, and bound to enforce the regulations.

When pupils are absent from sickness, or other sufficient reason, the parents or guardians of such pupils shall, on their return, hand to the teachers an explanation in writing of the cause of absence, otherwise the pupils will be dealt with as having been improperly absent.

In case of fever, small-pox, ringworm, or other infectious disorder, existing in the family of any pupil, parents or guardians are requested to keep members of such family from school until the teachers are satisfied that they may be allowed to return without danger to others.

The business of the classes shall be conducted with the utmost quietness and good order. The exercises prescribed by the teachers to be prepared at home must be punctually and carefully

The pupils are enjoined not to mark, cut, or otherwise injure the walls, tables, benches, or other furniture. Offenders will be subjected to punishment, besides being liable for the expense

of repairing the injury done by them.

Pupils are matriculated and received on the express condition that, if they transgress any of these rules, they will suffer such punishment, by fine or otherwise, as the teachers may deem necessary; and any pupil who may be contumacious or incorrigible, will be expelled from the school.

Examinations:—At quarterly or other stated periods, if deemed expedient, but always at the close of the Session in July, the classes shall be publicly examined, under such regulations, and by such qualified persons, as may, from time to time, be fixed by the directors.

Fees.—The fees and other charges are payable in advance; and a written acknowledgment (specifying the items of charge, if there be more than one) shall always be given for them by the teachers or other persons authorised by the directors to take payment.

When pupils (with the approbation of the teachers) are received at intermediate periods, the fees will be calculated forward till next quarter-day, or term of periodical payment. Pupils entering a class any time within four weeks after the commencement of a quarter will be charged as for a full quarter; and those entering after four weeks as for three-fourths of a quarter.

Each teacher shall, along with the class fee payable to himself on the entry of pupils, and at quarterly terms, take and receive the charge for general expenses, as it may from time to time be fixed by the directors; such charge to be made for the whole quarter, though the pupil enter at an intermediate period. ib across

3 н3

The

App. No. 16.

The teachers are responsible to the directors for the due collection of the charge for general expenses; and they shall enter in the matriculation-book the sum due from each pupil in attendance during the quarter, and hand the total amount so entered to the treasurer, with the matriculation-book, within one month from the respective quarter-days.

Areas.—The areas, as well as the buildings, being the property of the Corporation, and under the control of the directors, the pupils, when in the areas, are to be considered as within the precincts of the High School, and subject to the authority of the teachers.

The areas are intended for exercise and recreation; but no game, sport, or amusement, shall be permitted within them which may be calculated

to injure the pupils or others.

Throwing of stones, fighting, wrestling, engaging in games for money or stakes of any kind; the use of insulting or improper language; and, generally, anything in conduct or language inconsistent with propriety, are strictly prohibited.

Pupils shall not bring any hurtful weapon within the precincts of the High School.

They shall take care not to injure or deface the walls, buildings, railings, trees, or shrubs; and any pupil occasioning damage shall not only make good the same, as it may be determined by the censor's court, but shall also incur a fine for the offence.

Censor's Court.—A court, composed of all the male teachers holding office in the school, under appointment by the directors, shall be held on the first Saturday of each month, and at such other times as may be fixed by themselves, during the session, for the purpose of taking cognizance of offences committed within the precincts of the school, but not within the respective class-rooms, and also of such graver offences as may be brought before the court by any one of the teachers or other parties.

The teachers respectively shall hold the office of censor for six months, in the order of seniority. The court shall be held in the class-room of the censor, or in such other place as he may appoint. He shall preside at all meetings, and shall have power to convene meetings when he may judge it necessary.

A regular minute-book of the proceedings of this court shall be kept, wherein all sentences and deliverances shall be fully recorded. The minute-book shall be kept by the censor, and be open at all times to the directors, or the visitors of classes appointed by them.

The functions of the court shall be especially to carry into effect the regulations, and to inflict punishment for any breach of them, whether by admonition, suspension of privileges, fine, rustication for a limited period, or expulsion from the school; but sentence of expulsion shall be intimated to the directors before being carried into effect. It shall also be competent for the court to take up any matter affecting the interests of the High School generally, and to make such representations to the directors thereon as may be deemed necessary and proper.

The janitor shall act as officer to this court.

Duties of Treasurer.—He shall keep regular books, duly brought up and posted:—1st, a cash book, in which all monies received and paid shall

be entered, as the transactions occur, in consecu-tive order. The operations on the bank account will also be shown by the cash book, monies paid in and drawn cut. This book will be closed at the end of each financial year, and the balance transferred to a new account for another year, 2d, a ledger, into which will be posted the various entries from the cash book under the different heads or accounts to which they belong. These different accounts will be balanced separately, and in the aggregate, at the end of each financial year. 3d, a state-book, which will contain a detailed account of the year's transactions, showing results, and bringing the various properties and funds of the Corporation into view. 4th, the matriculation-book of pupils in the several departments of the institution-detailing the names of the teachers, pupils, and parents, designations, place of birth, ages, &c.

He shall superintend the keeping by the several teachers of the matriculation books applicable to their departments respectively, and see that the teachers regularly enter in those books the charge for general expenses opposite to the name and designation of each pupil.

He shall receive from the teachers, at expiry of one month from the respective quarter-days—that is, on the 16th October, 20th December, 1st March, and 20th May in each year—all sums exigible by the rules, in name of general expenses; and every failure or neglect in payment at these times, or within 14 days thereafter, shall be reported in writing to the directors.

He shall be furnished with a correct statement of the other revenues of the Corporation, from heritable securities or otherwise, and shall be responsible for the due collection of the same at the stated periods.

He shall, immediately on the receipt of monies from the teachers or others, pay in the same to the credit of an account to be kept with one of the banks in Dundee. The bank accounts shall be opened in name of "The Corporation of the High School of Dundee," and shall be kept in such form, and distinguished in such way as the directors shall from time to time appoint Drafts on the accounts shall be subscribed by the treasurer. The treasurer shall produce hi bank pass-books, marked by the bank as correct, at each stated monthly meeting of directors; and, should the aggregate amount to be drawn from the bank for any one month exceed 100 k, the bank shall be furnished with an excerpt minute of directors instructing the amount to be drawn beyond that sum. A copy of this regulation shall be furnished to the bank, for their information and guidance. The bank accounts and the tressurer's cash-book shall at all times correspond, or be within a few shillings and pence of each other, and the aggregate balances of the ledger accounts shall correspond with both.

All accounts to tradesmen or others must be approved of in writing by the directors, or their finance committee, before payment. Salaries shall be paid half-yearly, unless it be otherwise directed.

The treasurer shall find satisfactory security for his intromissions, either by bond or letter of obligation, to the extent of 100 l.

He shall make up his accounts to the 15th October in each year, showing the receipts and disbursements

sisbursements for the year then ended; and such dispute of accounts, with an abstract thereof, after ging been certified by the treasurer, and udited by two of the directors, in terms of the charter of Incorporation, shall be submitted to he annual meeting of subscribers, to be held on he third Monday of November.

Duties of Secretary .- Unless otherwise ordered, ordinary and adjourned general meetings of be directors shall be held on the appointed days, within the Town Hall of Dundee, at 10 o'clock renoon.

The secretary shall give notice of all such neetings, and also of special general meetings, be called by the provost or on requisition, as provided in the charter, by printed circulars, or included partly printed and partly written, and the same to be delivered or left, as the members of the Board may desire, at their dwel-ag-houses or places of business, at least 24 purs previous to the time of meeting.

He shall call meetings of all committees, and their sub-committees, in manner foresaid, on nch previous notice as the conveners of the reective committees may appoint.

The secretary, or his assistant, shall attend all seeings of the Board and its committees or submmittees, write and engross the minutes, and ake and transmit all necessary extracts of such inutes to members of the Board or others.

He shall conduct the correspondence of the poration, frame notices, advertisements, and gollars, prepare the annual report for the genemeeting of subscribers, to be held on the and Monday of November, and, generally, do ad perform every duty pertaining to the office a secretary, according to the plain intent and eaning of these regulations.

The salary which from time to time may be lowed to the secretary shall be accepted in full disfaction for all the duties before specified.

Should the secretary be a professional man, and ployed to prepare any deed or instrument, he all be allowed the regular professional charges such business; it being, however, expressly nderstood that all such employment shall be tional on the part of the directors, and be in-ructed by a minute of the Board, or one of its amittees duly anthorised for the purpose, and at every account for such business shall be littled either by the directors or their finance mittee in the ordinary way before payment.

Janitor.—The janitor shall take particular care the buildings and grounds; and keep the gates glarly shut on Sundays and holidays, except the accommodation of classes assembling under e principal teachers, or for other purposes exally authorised by the directors.

He shall attend regularly during the hours of ching, and give notice to the proper teacher of by breach of the regulations by pupils while g exercise in the areas.

lle shall daily clean the various rooms and de the fires; and shall ring the bell at the ted hours for classes assembling or separating, e may be directed by the teachers.

He shall take notice of any damage done to furniture or apparatus; and report without when articles are amissing to the secretary ne Board.

He shall take into custody, and, if necessary, App. No.16. carry before the proper teacher, any pupil seen fighting with or maltreating another, or found injuring any part of the buildings, furniture, or apparatus.

He shall aid the pupils, as far as may be in his power, in the following particulars, viz.:—In providing for the safe custody of their top-coats, cloaks, and umbrellas (on each of which their names should be legibly written), and in assisting to search for and recover any articles or books which may be amissing. He shall immediately restore any such articles, when found, to the owner; and, generally, give every assistance and service to teachers and pupils which he may be able to render, with a due regard to the performance of the special duties hereby assigned to

He shall act as officer to the censor's court; and, when desired, shall cite the pupils or others who may be required to appear before it.

47.—No record kept.

48.—There is no uniform course for all students, as the studies must be varied to meet their particular wants. The master was, up to December last, enabled to give a very complete elementary course to all the students by means of collective course to all the students by means of collective class-teaching by the art-pupil teachers. The abolition of these appointments under the Minute of 3d March 1863 has greatly lessened the means of elementary teaching; it has, for example, been found impracticable to give a course of Linear Perspective this session, whereas there have been four or five classes in that subject from February to May in former years.

49.—Yes; examples of landscape, figure, &c., for shading and painting from copies; they are used because the Department has authorised no examples or insufficient ones in these stages.

50.—Students are encouraged as much as possible to draw from nature; but there are no means in this locality for affording special facilities for the study.

51.—No.

52.—Stamped by the department before this school receives them; no inventory. The safe keeping of the books and examples, consistently with full use of them, is carefully attended to.

53-Two local scholars, one fully and one conditionally appointed. 54.—None.

55.—Since commencement of school, Duncan Cameron, James Kennedy, Joseph Kennedy, William S. Duncan, James Dundas, Alexander Macdonald, John N. Smith, Alexander Stevenson, Rea J. Stevenson.

56.—Yes; the master, and the students whose names are given in the last answer.

57.—Annual exhibition of students' works for a week in July, visited by 2,000 persons.

58.-£.21 10 s. distributed in book prizes amongst 57 students.

59.—Freehand drawing, practical geometry, mechanical and machine drawing, perspective, model drawing, shading flowers, landscape, and figure from copies; shading foliage from casts and nature; painting fruit and landscape from copies; painting from easts of fruit, painting in oil from copies.

3 H 4

60.-First

60.-First grade prizes:-App. No. 16.

Year.	Prizes. OV	Fair or Pass.
1857 - ***********************************	at the chould be to the court of the court o	
1859 gortididas 1860 2w ti betisi	re wggmo local c nuggrs who y	it; enui75
1861 1862 1863	- 249 - 174	.77—112 .00—348
1864	not yet	reported.
. 2021-438155	and we get	-oW 21

61.—Second grade prizes:—

Year.	Prizes	Pass,	3× 111.00	Year,	d.	Medalli
1857 c. noneaumexesspecified with the 151818 18581 1860 - 1861 1862 1864 1864 1864 1864 1864 1864 1864 1864	person 65 on person 162 or 162 or 162 or 163 or 162 or 163 or 163 or 163 or 164	I kee 354 I he 354	1858 1859 1861 1862 1863		(((((((((((((((((((1 1 2 2 1 7
A - 1 100 - 10	5-1	at su	of racks			

62.—Department local medals:—

Yea	r.	Medals	26789 Ended	Medals
1856 -	-	8	-Seven - 2081	5421
1857	of pover		-One, 08681:	4423
1858 -		14,000	1864 TT_A	11914
1859 i +1	kept.	23	d tauanne aVI	-
1860 -	list.	ter for de	Ver of AROTHE	roglus
1861 -	110		ALE PAR	
and the	The same	Donde		

63. - No record kept.

64.—National medallions:

1858 1 2 1859 1 1 1861 2 2 1862 2 3 1863 1 1 TOTAL 7 9	Year, (7	Medallions.	Awards.
	1859 1861		1 2
		7	9

DURHAM SCHOOL OF ART.

1.—Durham School of Art.

2.—In a separate building. 3.—Two. 4.—100.

5.—Yes.

9.—Executors of late Francis Humble.

14.—There is a museum, which has been gradually forming since the establishment of the

16.-Several objects have been presented by different persons.

17.-No.

18.—A great number.
19.—No. The charge made by the Department was too great for the school to afford.

20.-No.

21. A few trifling objects of very little value, a set of life-sized anatomical plates, and a work on geometrical drawing.

22.—A small one.
23.—There are no books except those purchased by the school.

24.-- None.

25.--George H. Newton; certificates 1, 2, 3.

26.--Four months.
27.-- About 4 l. 28.—This question cannot be answered.

30.—One night in 11 years.

31.—No.

32.-A fortnight at Christmas, a week Easter, and the months of July and August

33.—£. 90.

33.—£. 90.
34.—Three public classes, 11 to 1, 2 to 4, at 7 to 9. A guinea a quarter for morning class 10 s. 6 d. afternoon ditto, and 2 s. a month 6 d. a week evening ditto.
35.—None. No one will accept the appointment.

36.-£. 123. 14. 6., of which 90 this paid to the master, and the rest for current expenses.

38.—104.

39.--Morning class, 8; afternoon, 25; evening class (male) 30.

40 .- Male Students:

26	atte	ended 1	10 m	ths.	10	att	ended	mta
1		22	8	22	1 10		22/	1 1
5	1 -	33	4	23 .	1.27	277	WAT!	.Fema

^{*} The diminution in the number of medals this year results chiefly from the falling off of advanced artizal students of the abolition of art-pupil teacherships and prize studentships, which acted as great inducements to such studentships to attend the school long enough to take medals.

41.—Female Students:-

17 attended 10 months.

26 attended 5 months. 26 attended 3 months.

42.--459.

43.—Seven.

44.—One, on the ground of poverty, and two pupil teachers at half fees.

45, 46.—There is none.

47.-No account has been kept. It is beyond the power of one master to do this.

48.—No deviations are made.

millid at

49.-A few chalk heads, hands, and feet have been introduced in the shading stages, because such were required by students.

8.0000 reserved to 1.000 miles

50. Some of the students have made studies App. No. 16. from parts of the cathedral.

51, 52.—No.

53 .- There are none attached, but it is highly desirable that there should be some.

56.—None but the master.

1960

57 .- There was no local exhibition last year in June; the numbers who visited it were few.

58.—None last year.

60.--77.

61.—99.

62.-51.

63, 64. Two.

W. Greenwell, Secretary.

15 graph may a = 10

13 May 1864.

EDINBURGH SCHOOL OF ART.

1.—School of Art, Edinburgh, under the charge of the Board of Trustees for Manufactures &c., &c., in Scotland.

2.—No; it forms part of the Royal Institution Building; the remainder is occupied by the Royal Society, the Society of Antiquaries, their Museums, the Statue Gallery, and the Offices of the Boards of Manufactures and of Fisheries.

4.—About 300.7

5.—Yes; the lighting of one room has been

observed upon by the Art Inspector.
6.—Everything has been done in regard to the above (lighting) that the architectural design of the building will admit of.

7.—Not by any special grant for the school. 8.—The computed rent of the class rooms is 3001, but free accommodation is given by the

Board of Manufactures.

9.— The Board of Trustees for Manufactures, &c., &c., in Scotland.

11, 12.—No. Johnson Housesup and I —.89

13.-No; a museum would be an advantage, but not so great an advantage as for the classes to continue to meet in the Royal Institution.

14.—No; but a noble gallery of casts is attached to the school for the use of the students; and a large and varied supply of examples to study from. This gallery was formed about 40 or 50 years ago. There is also the National Gallery of Scotland for pictures, and the Museum of the Society of Antionaries for antiquities. of the Society of Antiquaries for antiquities.

15.—Yes; purchases were made by the Board at different periods before its school was connected with the Department of Science and Art.

16.—Yes; casts and other objects have been presented by private parties; also by the Depart-

18.—Works for prizes have been awarded to the school from the Department, and added to its

19.—Yes, in 1861; with special additions from the Department, supplemented by works from many other eminent contributors, and the exhibition was held in the National Gallery, Edinburgh. The loss upon it was 54 l. 4s. 4½ d.

20.—If this be the Department, studies to

copy from have been borrowed from it.

21.—Examples and objects selected by the 0.53.

master and mistress for examination awards to male and female classes respectively.

22.-Yes; incorporated with the Library of the Royal Institution.

23.—Neither have lent any book. 24.—If this is the Department, none, now from anywhere else.

25. Charles Hodder; 1st and 2nd certificates; passed all works for 3d certificate, but has to go up for anatomy. William Morley; Groups 1, 4, 5, Susan Ashworth; 1st and 2nd certificate.

26. Hodder, from October 1854 to August 1856. Morley, from 1854 to October 1858. Ashworth, 91 weeks.

27.—Hodder, for allowance received as acting training master, refers to Department. Morley, states no sum. Ashworth, 106 /.

28. Hodder, London, June 1857; Opening of South Kensington Exhibition; Annual Meeting of Art Masters, 1858, 1859, 1860, and 1861; International Exhibition, 1862. Morley, London, 1862. Ashworth, London, 1860.

29.—Hodder, 30 hours, besides further time spontaneously given to students out of class hours. Morley, 25 hours' teaching: Ashworth, 28 hours, Central School; 10 outside ditto.

30.—Hodder, 6 days, 1863, to visit Royal Academy Exhibition. Morley, nil. Ashworth, 5 days, 1863, to visit Royal Academy Exhibi-

31. - Not in the male department. Miss Ashworth, of her own accord, signs the female attendance book.

32.-August and September, and 10 days or so at Christmas.

33.—Hodder, 328 l.; Morley, 223 L 16 s.; Ashworth, 230 l., or thereabouts.

34.—The year of study is divided into two ses-

sions of five months each, denominated respectively, the autumn and winter session, and the spring and summer session. The autumn and winter session will commence on Thursday, the 1st of October, and end on the last day of February. The spring and summer session will commence on the 1st of March, and end on the last day of July. The months of August and September, with a short period at Christmas time, are vacations. A register of attendance is kept which may be consulted by parents and guardians.

App. No. 16.

Classes are formed for instruction in free-hand drawing; practical geometry and mechanical drawing; perspective; drawing from models; drawing and painting flowers and foliage; landscape drawing; drawing the human figure from copies; anatomical drawing; the study of the antique; drawing ornament; elementary design and the principles of form and colour; the study of historic styles of ornament. They will meet

Male Classes.

Class A. (morning). From 8 to 10 a.m., on Monday, Wednesday, and Friday. Fee per session, 20 s. (A monthly ticket, at 5 s. per month will be issued for this class, to any student who may desire it, and who is attending any other class for the whole session).

Class B. (day). From 10 to 12, on Monday, Wednesday, and Friday. Fee per session, 30 s. Class C. (evening). Especially for artisans.

From 7 to 9 p.m., on Monday, Wednesday, and Friday. Fee per session, 10 s., or 2 s. 6 d. per

Class D. (evening). From 7 to 9 p.m, on Monday, Tuesday and Thursday. For the study of the antique in the sculpture gallery. (Applicants must submit a drawing for approval). Fee per session, 10 s., or 2 s. 6 d. per month.

Class E. (evening). From 7 to 9 p.m., on Tuesday and Thursday. Mechanical and machine drawing. Fee per session, 10 s. or 2 s. 6 d.

per month.

Class F. (evening). From 6 to 8 p.m., on Tuesday and Thursday. For training schoolmasters and male pupil teachers, in elementary drawing, for the Government certificate. Fee per session, 5 s., for schoolmasters. Fee per session, 2 s. 6 d., for pupil teachers.

Female Classes.

Class G. (morning). From 8 to 10 a.m., on Monday, Wednesday, and Friday. Fee per session, 20 s. (A monthly ticket, at 5 s. per month, will be issued for this class, to any student who may desire it, and who is attending any other class for the whole session).

Class H. (evening). From 6 to 8 p.m., on Monday, Wednesday, and Friday. Fee per

Class I. (day). From 10 to 12 on Monday, Wednesday, and Friday. Fee per session, 30s. Class K. (afternoon). From 1 to 3 p.m. on Wednesday and Friday. A special class for

painting and draped life model. Fee per session,

Class L. (afternoon). From 1 to 3 on Tuesday and Thursday. For the study of the antique in

the sculpture gallery. Fee per session, 40s.

Class M. (evening). From 6 to 8 p.m. on
Tuesday and Thursday. For training schoolmistresses and pupil teachers, in elementary drawing, for the Government certificate. Fee per session, 5 s., for schoolmistresses. Fee per session, 2 s. 6 d. for pupil teachers.

Lectures.

A complete course of lectures on pictorial anatomy will be given in the winter session to male classes.

Admission to students of the school, free, on the recommendation of the heads of departments.

Admission to the public for the course, 5 s.; for a single lecture, 1s.

35.-Male Department.-1 pupil teacher, 4 local scholars. Female Department:—2 pupil teachers, 7 local scholars.

36.—Total fees received, 1863, 614 l. 16 s. 10d The whole have been paid to the teachers to

account of their salaries.

37.—Daily attendance books are kept, which are signed by students on entering class rooms.

38. - Male Central School, 331; female ditto. 207: total 538.

39.-Males, 6 months, 2 days; females, 6 months, 6 days.

40.-Male students :-39 attended 1 month. | 15 attended 6 months. 99 9 109 78 , 5 , 5

41.—Female students:— 11 attended 1 month. | 8 attended 6 months. 2 months. 5 4 ,, 3 ,, 2 3 ,, 4 ,, 5 92 ,, 5 ,, 2 9 22

42.—In 1863, 1,406.

43.—Males, 93; females, 146: total, 239. 44.—Yes; local scholars. Males, 4; females, 7: total, 11.

10

45.—Form used for the admission of Students: No. -

APPLICATION FOR ADMISSION.

186 . Dated day of Name Age

Residence

Present Occupation of Applicant (if any) Proposed Occupation (if any)

Is desirous of attending Class

Fee, £ : : for Signature,

46.—Regulations:—

1st. Students, on admission, must enter their names in the Register.

2d. They are required to be regular in attending the class to which they belong, and punctual in arriving and departing at the appointed hours.

3d. Also to give explanation of any absence, and will be liable to suspension if the explanation be not satisfactory.

4th. The power of suspension is vested in the master, or mistress, having charge of the class, and may be followed by dismissal by the Board.

5th. Students are to supply their own drawing boards, easels, and all other necessary materials for their work.

6th. They are held responsible for injuring in any way the property in the school, and will be

required to pay for damage done.

7th. They are expected to conduct themselves with order, quietness, and regularity, and to st down in their proper places on coming into the class. Also to sign the attendance book as appointed.

8th. No student is, without permission, 10 leave the room or school before the hour of leave ing for the day.

9th. Nor to talk or move about.

10th. Nor to handle any of the casts of examples.

By order of the Board, B. F. Primrose, Secretary. 47 Male

47.-Male Department:-About 136, in stages for competition, exclusive of elementary drawings. &c., in stage 1.

(1	1-00	1 7		Ma	I Change
5	tage.			740*	Stage. No.
	26	1115	, ,,,,	8,1	110
	3b	-	tim	10	12a - 5
	46 .:	110	.)17,:=	6.	130 4 7 8 2
	56	-	-	23	14a 1
	6a 1	. m 1.7	-		16a - 12
	6b	-	ne.	2	186 2
	8b an	d 6c	-	39	196 - 3
	9a	-		3	22b and c 6
1	0a	-	-	5	23b 4
		Tota	l nu	mber	136.

Female Department: - About 90; but cannot state stages, works being all dispersed, and no

inventory kept.

48.—No deviation found necessary in the general way; occasionally a student is allowed to study the "human figure" without, or only partially, going through the elementary course, which is owing to the figure class being carried on in the sculpture gallery, thereby making it appear somewhat sectional. Each student, in this case, submits a drawing first for approval.

this case, submits a drawing hist for approvar.

49.—The school possesses a very fine gallery of sculpture, therefore is not restricted to the authorised figures issued by the Department. The school is also well provided with casts of ornaments and other art material, which are very valuable, and thankfully used in the school.

50. - None out of the school. During the App. No. 16. summer a few specimens are got weekly from the Botanical Gardens, of plants, &c.

51.—All are inventoried, and the statue gal-

lery casts are labelled.

52.-Yes.

53.—None but the local scholarships of the Department; but Mr. Hodder is of opinion their existence is desirable in the male department; and Miss Ashworth states there is an Art-scholar receiving aid from the Department in her female class.

54, 55, 56.--None.

57.—The works are exhibited for a week or 10 days after the annual examination; visited last year by 2,367 persons. 58. -£35.5s. Males, 10; females, 6.

59.-Studies from the antique; ornament and colour; shaded drawings from nature; elementary studies, and original design for a bookcase.

61. -345.

62.—141.

63. - Unable to render this. Refer to Department.

64.-11.

B. F. Primrose, Secretary.

Board of Manufactures, Edinburgh, 21 May 1864.

EXETER SCHOOL OF ART.

1.—Exeter School of Art.

2.-No; market.

3.-- Two.

4.-80.

6.—A sufficient amount of space will be prorided in a building to be erected as a memorial of the late Prince Consort.

7.-No.

8.-£. 39 12s.

9.—The city of Exeter.

11, 12.-No.

13.-No; it is desirable. 14.—No; it is desirable.

15.—A few objects have been chosen by the aster; payment at the rate of 10s. for each medal awarded to students, being allowed by the Department for examples, &c.

16, 17.—No.

18.—Yes; as stated at question 15.

19.-1858; exhibited together with a number works of Art collected in the county of Devon; s about 70%.

20.-No.

21.- None; except a cast or two.

22.-No.

24.—None:

25.—James B. Birkmyer; 1, 2, 6a, 6b.

26.—Three years two months.

27.—12 months, 15 s. per week; six months, 11.; ree months, 25 s.; the remainder, 30 s.

28. London, July 1861.

29.—31 hours.

30.—Ill two days: 31.4-No.

0.53.

32.—Christmas week, Easter, and June and

33.-Mr. Birkmyer, 250 l., which includes certificate allowance, prizes, School of Art and public schools of city.

34.—Ladies, morning, 10.30 a.m., 1 p.m., 21 s. per quarter; afternoon, 2 p.m., 4.30 p.m., 21 s. per quarter. Artizans, 7.30 p.m., 9.30 p.m., 2 s. per month. Female, 7 p.m., 9 p.m., 2 s. per month. Teachers, 7 p.m., 9 p.m., 5 s. per session. 36.—£. 188 8 s. 6 d.; half fees of school to com-

mittee to pay rent, gas, rates, &c.

38.-254.

39.—Twice per week.

Z)		miate stu			
	24	attended	I month.	10 attended	6 months
	22	599	2 months.	5	7
	22		3 ,,,,	5 ,,	8
	13	. 99	4. ,,	16 ,,	9
	18	. 199	5	23 1	0 "

Tt. Telliale		
4 attended	I month.	4 attended 6 months.
7, 11 33,000	2 months.	3 7
12: 15	3	14 1 1.6 m 2 18 7 2 1 1
5 ,,7.	40 000	11 ,, 9
15 ,,	5 ,,	31 - ,, 10 ,,
42.—1,039.		

43.—125 prizes; 70 passed fair.

44.-Free students; fees were paid by the Department.

45.—None in use.

46. - None.

47 .- About 50; elementary stages principally; a few paintings from nature. Application

48.-A few

App. No.16.

48.—A few examples not used by the Department are used in ladies' classes; a sufficient number of painting examples not provided for the purpose.

50.—A supply of foliage presented to the school by Mr. Veitch, of Exeter.

51, 52.—Yes. 53.—No; it is desirable.

54, 55.—None.

56.—No.

57. One; January; about 1,000.

unually. Ladies-Elementa ono K + .86

60, 125 last year waverage 100 per year

61. About 100. 1 : 8 U1 . 1100n

62.—132; in many instances students have taken two or more, the same examination; in such cases the Department give one reward. 63, 730, summer by gurenn bush

64. Seven .. swine of the human figure. .. Asy

GLASGOW SCHOOL OF ART.

1.—Glasgow School of Art. 2.- A building, the whole of which is occupied by the school.

3.—Eight: elementary, 1; advanced, 2; gallery, 3; lecture theatre, 4; mechanical, 5; office and library, 6; committee, 7; private or select

4.—305, including the lecture theatre which contains 60; deduct this, remains 245 for the class rooms.

5.—Excellent in every respect.

7.—It has not been aided.

8.—£. 230; this is the interest of the money for the capital sum of which the building is mortgaged.

9.—To the committee.

10.—See No. 8.

11, 12.—No.

13.—There is a small museum in room 8, filled with glass cases, which could be increased.

14.—The small museum contains electrotypes of good bronzes supplied by the Department, a few silks, and specimens of pottery, and might be advantageously increased; commenced 1848.

15.—The collection of casts was originally supplied by the former Council in London, and is very good. The engraved and lithographed examples of the best class were supplied in the same way there, but have been considerably increased by the local committee and by the Department, which has also supplied casts.

16.—Books have been presented by citizens of Glasgow; some few silks and specimens of pottery by the same; electrotypes by the Department being the best objects in the small col-

17.—No fund is specially set apart.

18.—The works referred to, 16 and 14, viz., electrotypes; some beautiful works and some casts have been so obtained.

19.—It was some years ago; a small profit of about 10 l. was realised.

20.—It has. The school is liberally supplied with examples for its wants, and has only borrowed one or two pictures and drawings.

21.—The above specified electrotypes of shields, plates, armour, pateræ, &c., casts to a small extent, and books of value as books of reference.

22.—There is a library of reference and a lending library.

24.—About 12.

25.—Mr. C. H. Wilson, head master; Robert Greenlees, assistant head master, no certificate; Mr. Thomson, architecture; Mr. McGlashan,

engineering; Miss Patrick, elementary; no leer. tificates by these ; Mr. Banner, elementary and external teaching, has three certificates.

26.-Mr. Banner was three years four months in training school. (100 of 100201

27.—Elementary, Mr. Banner, from 15.8. to 25 s. per week while at the Department.

28. Mr. Wilson attended three times in London, visited Paris and Manchester at his own expense in 1852; Mr. Yeull, student, visited Paris, and Mr. Bellitzay, student, visited Manchester at the expense of the Department, 1855.

29.-Head and assistant head, 30 hours; Mr. Banner, 10 hours in the central school, 22 hours out; architectural master, four hours; engineer. ing, six; mistress, six.

30.-It may be stated that the masters have rarely been absent from the school. The rule is that masters cannot be absent without the permission of the head master, and must find a substitute if absent. The head master requires the sanction of the chairman. Except from illness no master has been absent for an entire day.

31.—No; they attend with regularity.

32. July and August, a week at new year. 33.—Head master, 400 l.; assistant head master, with allowances, 152 l.; architecture, 30 l.; engraving, 40 l.; elementary, 132 l.; mistress, 12 l.

34.—Programme of Class Hours, Charges, and Course of Instruction. All fees paid in advance. Public classes—Entrance fee, 1 s., payable

Males-Elementary and advanced, from 7 to 9 a.m.; artists, artizans, and pattern drawers, 3 s., all others, 4 s. per month. Four days per week. Females—Elementary and advanced, from 10 a.m. to 12 noon, 7 s. and 10 s. per month. Monday, Wednesday, and Friday. Males—Elementary and advanced, from 8 to 10 p.m.; artists, artizans, and pattern drawers, 3s. per month. Four days per week. Mechanical drawing, Monday, Wednesday, and Friday, 8 to 10 p.m., 3 s. per month. Architectural drawing, Tuesday and Thursday, from 8 to 10 p.m., 2 s. per month.

A class for young men in business, from 7 to 9 a.m., or 8 to 10 p m.—Elementary, 4 s.; advanced, 5 s.; painting, oil or water colour, 7 s.; entrance fee, 2 s. Apprentices, for the first three years of their apprenticeship, admitted on certificate at 25. per month, instead of 3 s.

Teachers of schools and pupil teachers admitted to the morning and evening classes, at 3 s. and 2 s. per month; painting, 7 s.; and to the forenoon

class, at 7 s. and 10 s. per month.

private Classes Entrance fee, 2 s. 6 d., payable annually. Ladies—Elementary and advanced, Monday, Wednesday, and Eriday, from able annually. 10 a.m. to 12 noon, 10 s.; painting, 15 s. per month. Gentlemen—Elementary and advanced, Tuesday and Thursday, 5 s. per month; painting, 7s.; 10 a.m. to 12 noon. Course of Instruction in the Central School.

Freehand drawing of ornament, model drawing, drawing of the human figure, painting in oil and watercolours, flower painting, landscape painting, the principles and practice of ornamental design, practical geometry, perspective, orthographic projection, architectural drawing, and machine drawing. The examination by an Inspector, from the Department of Science and Art, takes place annually, in June.

Medals and other prizes are awarded to meriforious students by the Department, and as grants of works of art are made to the school, for every medal gained, students may benefit the institution by their diligence, and success. The gainers of local medals are privileged to compete for national medallions.

External Schools. The Committee are prepared to appoint competent teachers of drawing parish and other schools, where the children of he working classes are educated. Terms, 5%. ner Session for 200 pupils.

The Session commences 1st September, and ends the 30th day of June. Sansap

35.—Three of head tractized fine head of 36.—£. 462. 18 s. 6 d.* Central School. Distributed in payment of masters not paid by Depart

ment; that is, all except Mr. Wilson, Salary of ervant, gas, water, taxes, examples, &c., credit count with bank.

37.—A copy is inclosed. No rules can insure unctual attendance. No student, however, is dmitted after a quarter of an hour has elapsed; e doors are locked.

38.—Males, 670; females, 124.
39.—Males, 234; females, 38 per month.

40.—Male Students:—January, 268; February, 291; March, 283; April, 285; May, 210; June, 139; September, 186; October, 287; November, 251; December, 207.

41.—Female Students :- January, 40; Febnary, 49; March, 54; April, 54; May, 46; une, 26; September, 18; October, 27; Novemer, 31; December, 39.

42.-1,500; taught by Central Schools, and

nder its supervision. 43.—97.

44.—Two; ability and poverty.

45.—Form of Application for Males.

Date.

Address of the writer.

We beg leave to recommend the bearer—
[Name, Age,
Residence,

Occupation,

If an apprentice, date of commencement who is desirous of cultivating ornamental art in he Glasgow School of Art.

With respect to his moral character, we can App. No. 16.

and Signature of parent, make pointing Signature of employer.

N.B.—The occupation of the applicant must be distinctly stated.

To the Committee of the Glasgow School of Art, 16, Ingram-street.

> Form of Application for Female Class. Date. Address of the writer.

I beg leave to recommend the bearer— Name,

Residence,

who is desirous of cultivating art in the Glasgow School of Art.

Signature of Parent or Guardian.

To the Committee of the Glasgow School of Art, 16, Ingram-street.

A similar form of application to the above is used for the "Private Class."

47 No record has ever been kept of the number of works executed. 1911

48.—The school course is adhered to as closely as possible.

49.—Landscape; the Department has not supplied good examples of landscape. dr : 088 . 3-

50.-Plants are provided in the school. Now there is a greenhouse. Prizes are given to encourage drawing from plants out of the school.

51.-They are labelled according to styles, but not individually, but are numbered and inventoried.

52.—They are

53.-No. Not on the terms offered by the Department; the best students are too well employed to care for them, or undertake the duties.

54.—None. Again it has to be stated that the best students cannot leave their profitable employments here.

55.—None, for the same reason; a mastership is no temptation to the best class of students.

56.—Have had no opportunity, except casual

57.—Every year; they are usually visited by about 1,000 visitors.

58.-None; with the small exception abovementioned (50).

59.—None for local prizes from local funds; with the exception above-mentioned (50).

60.—There is no register of this in the Department lists. This school is older than the Department, and gave local prizes till these were superseded by the action of the Department.

61.—213 since 1857.

62.—250.

63.-45.

64.--21.

C. Heath Wilson, Temporary Secretary.

Fees of Central School
Fees of External Schools

£. s. d. - 462 18 6 - 195

TOTAL - 51 From £. 657 18 6

GLOUCESTER SCHOOL OF ART.

1.—Gloucester School of Art.

2.—The whole house is rented by the school, who let some apartments for offices; the master rents a portion, which he uses as a residence.

3.—Two.

4.--40.

5.—The space is limited, and ventilation bad. Rooms having a south aspect are too warm in summer, and requiring many repairs; too cold in

6.—The erection of a school of art, library, museum, &c., upon a site to be presented by the City Corporation, has been talked of, but the undertaking has not been set on foot.

7.—No grant.

8.-£.36.

9.—Miss Cother.

10, 11, 12.—No.

13.—There is no museum attached to the school, nor is the house adapted for such a purpose.

14.—It is desirable that a small collection should exist for purposes of study.

15.—None.

16. None, but there is a museum, not attached to the school.

17.- None.

18, 19.—No.

20.-We have borrowed some paintings from the Department; but the collection at our disposal for this purpose is too small, and consists mostly of indifferent works.

21.—Exclusive of objects, books, &c. obtained on medal successes, we have had two plaster casts, a few books and elementary copies, and solid models presented.

22.-No.

24.—Three books.

25.—The master is John Kemp, possessed of three certificates, viz., 1st, 2d, and 6th a.

26.—28 months.

27.—To the best of his belief 120 l., in return for which he has taught in "poor" schools, district art schools, and the Central Art School at South Kensington.

28.—The master visited London at the partial expense of the Department in 1862.

29.—17 hours.

30.-Nil.

31.-No.

32.—A fortnight at Christmas, a week at Easter, and seven weeks at Midsummer.

33. Including the income from the Stron School of Art, and private schools as well Department Allowances, 190 l. per annun, ele of travelling and other incidental expenses.

34.—Morning class, 11 to 1, two days pe week, 15s. per quarter; afternoon class, 2 to two days per week, 15s. per quarter; evening class, 7 to 9.30, two days per week, 5s, per quarter

35.—None have ever been appointed.

36.—£.101 17 s., one moiety going to the master, the rest to the school expenses.

37.—Nil.

38.—105.

39. - Six months out of the ten.

40.—Male Students:—29 attended first quarter 38 attended second quarter, 35 attended thin quarter, and 30 attended fourth quarter.

41.—Female Students:—22 attended first quarter, 24 attended second quarter, 27 attended thin quarter, and 33 attended fourth quarter.

42,--300.

43.-13.

44.—None but "prize students:"

45, 46.—None such exist.

47.—No such registers kept.

48.—No deviation of any importance is made. 49.—We are compelled to use different examples in stages 4b, 6a, and b; the Depart ment copies in the two former stages being ver indifferent, and in the latter demanding too great an amount of time:

50.—None, but such would be desirable.

51, 52.—Neither casts nor books are labelle or inventoried.

53.-No.

54, 55, 56.—None.

57.—Two exhibitions of students' works, &c. have taken place; one in April, visited by abou 500 people; one in December, visited by abou 1,000.

58, 59.—No prize-fund existed in 1863, but sum of 3 l. 10 s. has been applied to that purpose this year; three students will have obtained prize for mechanical drawing.

60.-33.*

61.-37.*

62.-38.*

63, 64.-Nil.*

C. Y. Crawley, Honorary Secretary.

GREENOCK SCHOOL OF ART.

1.—Greenock School of Art.

2.—The school is held in part of the town buildings, granted free by the magistrates.

3.—One; but there is a wooden partition, intended to separate the advanced from the elementary class.

4.—About ninety.

5.-Not very

6.—The school has no funds to provide accommodation or make alterations.

7.—No grant.

8.—No rent is paid.

9.—The magistrates.

10.—No.

11.—The magistrates give the use of the school-room free.

12.-- No.

13.-No space could be set apart in the present building. A museum would be of great value to art-students and the school.

^{*} This is the Return for four years; it excludes the first year's awards, as the school was then taught in connection with Cheltenham; it does not include this year's awards.

14.—See previous reply. There are a number objects in possession of the school that would interesting and useful.

16. None during 1863. Several have been sented by the Department this year, and predonations were made on account of

17.-No.

hained on account of local medals and national 18.—Both works and examples have been

19.—It has not been sent to the Greenock

thool at any time.

20.—One article was borrowed; but others are, it is understood, been refused. On two regions selections from the Sheepshanks Gallery are been sent through the school to local exhibitors of art.

21.—No examples or objects were presented tring 1863. Three sets of architectural drawigs and other useful examples this year.

22.—There is a small library of reference, but

per is no lending library.

23.—The books have all been sent by the Department.

25.—Daniel Urie (deceased), 1st and 2d cerficates; Walter Yuill, 1st grade certificate.

26.-Mr. Urie it is believed was three Sesions at the training-school.

27.-£.1 per week, it is believed.

28.—The master (Mr. Urie) visited London mee a year (in June), to attend the masters' meeting. Mr. Yuill so visited Paris in 1855.
29.—Twelve hours in the Central School of

30.-Mr. Urie was sick and died in the

31.—No.
32.—Three months, from 1st July till 30th

33.—This question cannot now be answered garding Mr. Urie. The teachers received 201, each from the Department as certificate

Mowance.
34.—The school is open from 7 till 10 o'clock

four evenings of each week during the Session. fees, 4s. 6d. and 6s. 6d. per quarter. No private classes in school.

36.—£. 30 0 s. 6 d. for the year ending 3.1st December 1863. 18 l. 9 s. 6 d. paid to Committee; blance drawn by Mr. Urie.

37.-A register kept of attendance and quarterly fees paid in advance.

38.—106 in central school; no females. 39.-30 in beginning of year, 70 in the present bession. The school is open for three hours in each of four nights of the week, and students are expected to attend at least four hours per week.

40.-Male Students:-Towards end of Session attendance generally about two-thirds.

41.—Female Students:—None.

42.—200 children of poor were taught, and 160 App. No. 16 children belonging to private schools.

44.—In about 20 cases this year permission was given by the Committee for the free attendance of students of promising abilities. They have also done so in previous years.

45.—Forms used for the admission of stu-

dents:-

GREENOCK SCHOOL OF ART. Name,

Class,

Fees for the Session, ending June 18 , £. : :

A. Mackenzie,

GREENOCK SCHOOL OF ART.

Apprentice,

Class, Fees for the Quarter, ending 18,

£. : : A. Mackenzie,

No. of the secretary.

GREENOCK SCHOOL OF ART.

Fees for the Quarter, ending // 18, £. :

A. Mackenzie,

No. Secretary.

47.—The number of works in competition was 21. The number executed was not computed; they were in all ordinary stages.

48.—No deviations.

49.—No examples are used except those autho-

rised by the Department.

50.—Students bring plants with them to the school; there is no difficulty in getting plants, &c.

51.—Yes; it has been done this Session for the first time since the origin of the school.

52.—Yes.

53.—There are none, but desirable. 54, 55.—None.

56.—No.

57.—None in 1863.

58, 59.—No local prizes were awarded during

60.—40 first-grade rewards were obtained for the year 1863, and this was rather over the

61.—Nine second-grade rewards were obtained for the year ending 31st December 1863; about

the average. 62.—Nine local medals were awarded in 1863;

above the average. 63.—Three students were honourably men-

tioned; above the average.

64. - Four national medallions have been obtained since the origin of the school.

The existence of the school depends on the precarious possession of the hall in which it meets. The extension of the town and its public business is very likely to compel the magistrates to resume Ossession of the room. There is abundant scope and great necessity for a school in Greenock, espefor mechanical drawing. 120 students are entered, and give as good attendance as the working overtime permits. The fees, however, are utterly inadequate to maintain the efficiency of the school, while the number of subscribers among the public is very limited. The Committee would deplore the closing of the school, but without national assistance that seems to be inevitable.

HALIFAX SCHOOL OF ART.

1.—Halifa	ax School of Art.	
2No.	In the Mechanic	s' Institute.
3Two.		
470, if	crowded.	

5. Want of space and ventilation.

6.—Sundry imperfect attempts; amongst others the skylights were partially raised.

7.-No.

8.-151., and 101. attendance, which is really meant to aid the rent, as the services performed are nominal.

10, 11, 12.-No.

13.—No; but it is desirable. 14.—No. Yes to second part. 15, 16, 17, 18, 19.—No.

20. No : want of knowledge of any ready

method of borrowing, which would not cost too much; want of knowledge of such things as might be had. 21.—Sundry casts and flat examples.

24.—No books, but two sets of diagrams.

251-Charles Ryan. 1st and 2d certificates.

26.—About two years.

27.—About 96 l. while in London.

28.—No visits have been made.

29. By regulation 14 hours, but usually 17, and sometimes 20.

30. One or two days, through illness.

1 31 No.

32. A fortnight at Christmasma few days at Easter and Whitsuntide, and seven weeks at Midsummeri bisq od ot goissimba lo si

33.—From the School of Art and public schools, &c. in Halifax, the master received from local resources 57 l., and departmental 22 l. 5 s. 1 d.-

Total, 80 l. 5 s. 1 d.

34.—There are no private classes. 1st quarter, ladies' class, 12 s. 6 d.; rest of year, ladies' class, 11. 1s. per quarter. Gentlemen's classes; teachers, 5s. per quarter; pupil-teachers, 2s. 6d. per quarter; general class, 5 s. per quarter; artizans, 5 s. per quarter.

35.—Two; one for the first half, who then left,

and one for the second half.

36.—The master is paid two-thirds; the Committee take one-third.

38.—Including pupil-teachers and teachers, the number was 115.

40.—Male 8	Students:	
56 attende	ed in Jan.	37 attended in Aug 37 Sept 49 Oet, 49 Nov.
56	Harr Feb.	37 word ynob o
56	marith Marith	49 d adi hora Cept
52 6877	April	49 W OVEL JUNE
52 ,,	May June	49 honder whim Dec.
49 1 1,	June June	many all thec.
41.—Female	e Students:-	
16 attende	ed in Jan.	15 attended in Aug.
16	Feb.	15
16 1001 100	Feb.	15 Sept.
17	April	210 / Oct. Nov.
179m fil	May	21 Nov.
	June	"Tolanil
42. 527.0	176 38.	000
43.—33.		0.000

44.—None last year, except the Department free students.

47.—About 45 competition drawings: Stages. | No. in 11a & b Stage. 11a & b 26 3 13a 46

- 3 22d 56 22d6% 230 11 83. 236 80 10ail di-" loodo Statevi 23c" od F A-W 1

without propositive of supplying shorter: 84

49. Green's rustic models for the ladie classes, to familiarize them with objects (soli such as they will probably desire to sketch whe in the fields. 0 .. 8 . 100 : . b 8 .. 1 78 . 1 -- . 0

50.—No special facilities are afforded.

51, 52, 53.—No. 54, 55, 56.—None.

57.—Exhibitions have been held in June for week, and in November for a fortnight, at About 1,400 visitors, o

58.—101. 183., taken by nine students.

59.—Design (textile). Bust shaded; flower in outline, ornamental ditto from casts, histori styles from nature.

61.—103.

62.—58 to end of 1863.

64.—One.

HANLEY SCHOOL OF ART.

1.—Hanley School of Art.

2.—Separate building.

3.—The upper half.
4.—About 100.

5.- A part of the building unoccupied much needed, but cannot be had for want of funds to make the necessary alterations; lighting, warming, and ventilation satisfactory.

6.—Endeavoured to get Mr. Ewart's Act, but

failed.

8.—Paid 501, a-year up to the last year.

9.—To trustees, who purchased it 18 months ago for 1,000 l.

10.—A remaining liability of 2701., and solicitors' charges, probably in all 300 l.

12. No; see Question 6. al salulland

13.—The lower room unoccupied, and could very advantageously set apart for that purpose

14, 15, 16, 17.—No. and second for the late 18.—Yes, by grants on national medallions and local medals.

19.—In August 1856, when by the addition works of vertu from the neighbouring genty music, &c., a profit of 90%, 15%. was realised; the was under the old regulations. He of horing

20 .- No; want of funds or entering

21.—£.44 in books, electrotypes, and casts.
22.—A small lending library, and a small library. of books of reference obtained by the grant of

national medallions.

X 1 CT VIST 11 CT 1

BUT MOST THOTHE O' 23.-The lending library was formed under the Board of Trade, the books of reference obtained by grants on national medallions, &c.

24.—None. 24.—None. 25.—James Carter, 1st, 2d, 3d, 6th; Hugue

prolat, special certificate; modelling master, alone. 26, Mr. Carter was a student at the Royal Academy previous to entering the training class: entered the Department March 1856; remained about two years. M. Prolat was not in the raining school 27.—Mr. Carter cannot tell; M. Prolat none.

28.—None.

Founda Students 29. Mr. Carter, central school, 18 hours; private school, three hours; parochial school, nine hours. M. Prolat, central school, four hours. 130, 31,—None

32. -July and August, and one week at Easter.

33.-Mr. Carter, 167 l. 8 s. 6 d.; M. Prolat, 43,-33,

34.-

	Mon.	Tues.		Thurs.	FA.
Private Class (morning). Atternoon Class (artizans). Private School - Evening School (artizans). Modelling Class - Evening (artizans)	10 to 12 31 to 5 7 to 9	2 to 4 7 to 9 7 to 9	Five Parochial Schools.	10 to 12 2 to 4 4 to 53 7 to 9	Four Paro- chial Schools. 7 to 9, extra night.
Private Class (mo Afternoon and Ev Private School		izans)		- £. 12 - 87 - 20	1 9

N.B.—The "Private School" is discontinued, without probability of supplying its place.

35, Two pupil teachers, sisince December, none as no student can be induced to take up. the local scholarship andord Hiv you

36.-£.87 1s. 9d.: 69l. 8s. 6d. to Mr. Carter, the balance to support of school

37.—See No. 46.

38.—155, artizan class; five, private class.

39. Eive months, nearly middle

1 A40. Male students:

	6 attended	l 1 months.	9 attended 6 months.							
	2 problem 91	HO AU HANDE	1ch] (11 680 !							
	19holugh :	108 El . Glinz	1 518 - Designerte							
	16:-8' ,mori	4 dittib Jata	in ogrling, ornsme							
	18 ,,	5	styloffinin nature							
4	41.—Female students:									

2 a	ttended	1 n	nonths.				onths.
4 5	29	2	33	3	29	7	99
1	99	3	99	4	99	8	99
4	23	4 5	99	4	99	9	99
42.—	670.	J	2)	0	33	10	22
43.—	38.			.73	F AL	() ()	()()771"

44.—None.

45.—None used.

46.—Rules for the attendance, conduct, and studies of the students: war rand

lst Bach student, on admission, to enter his name and address in a register kept by the at tendant.

2d. No student to be admitted under 12 years of ager and admitted angula all

3d. Students are to specify the days and hours at which they can attend the school, and will be required to attend with regularity at those times.

4th. Students who do not attend constantly and regularly, not to be allowed to compete for the prizes; bur, vierdil mibnel llams

oth No student, without permission, to leave 0.53.

the school before the time at which he leaves for App. No. 16. the day.

6th. All students on joining the school to enterthe elementary class.

7th. Every student shall state, within the first three months of attendance, to what department of decorative art he intends to apply his studies.

8th. The first three months of attendance to be considered probationary, and the continuance of those students, who do not make/satisfactory progress to househjeet to the sanation or disap-

proval of the Committee of organ subgillation of the Every student to provide such materials. as are required to be used in the schools.

10th. No student to handle or misplace any of the casts or examples.

11th. Any student who in any way injures the property of the school, to be held responsible and to pay the damage noon of so f

12th. The students are required to conduct themselves with order, quietness, and regularity, and to sit down immediately in their places on coming into the school.

13th. No talking to be permitted, nor unnecessary moving about fun

14th. All cases of misconduct on the part of the students to be reported by the master, who is responsible to the Committee for the maintenance of proper discipline and attention to study in the

15th. Any infraction of the rules, or any irregularity of conduct committed in the school, may be punished at once by suspension of attendance; the offender to be brought before the next meeting of Committee for further proceedings as to dismissal or otherwise.

Fees of admission to be paid in advance to the attendant on the day of entrance.

	#1971929							
	B711	ame	o. of	hun	77.	ares b	III No	. of
		W	orke	16.	54. 1		nteW c	orks.
Stages	2 9965	0 91	120	St	ages	13 a	F 54	4
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. 99	46	-	6	11	99	15a	-JE	2
29	56	-	5		99	16	-	4
99 17	6amp	INH .	2. (8. 3	10 1	1179111	18 ami	134119	4
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1 3, 1	8-621-6	NH.	1141	si roi	PHILI	192	04	1
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	9a	-	3		99	23	-	7
,, 1			7			23d	-	8
	2α		_		99	23 h	-	5
The	above	are	the	princ	einal	works	exec	nted

during the year.

48, 49.—None.

50. None; but it is very desirable there should be.

51, 52.—Yes.

53.—Three.

54.—None.

55.—George Ryles, — Gray, — Boone.

56.—None.

57.4 Are exhibited at the annual meeting of the school, which is usually attended by 400 to 500.

58. £. 36 to 38 students.

59.—Study from life; anatomical study; three models for pottery. 2011 hornormal study; three

60, 61.—Cannot tell.

62.—28 in the year 1863.

63.—One in the year 1863.

63.—One in the year 1863.

64.—Five in the year 1863.

Edwin Powell, take a real for a comment and Honorary Secretary.

HULL SCHOOL OF ART.

3	-The	Hull	School	of Art.
3	1116	J.A. U.J.A.	CHUUI	CH LINE DO

2.-No; a music hall and public assembly room.

3.-One.

4.—150.

5.-Yes.

7.—None.

9.—The proprietors of the public rooms.

10, 11, 12.—No.

13.-Yes. Yes, most desirable.

14, 15, 16, 17, 18.—No.

19.—Yes; in 1862, in addition to a collection of pictures from the neighbourhood; a profit of 75 L, and an Art Union.

20.-No.

21.—A few books and models.

24.—None.

25.-W. E. Pozzé; certificates, 1st, 2d, 4th,

26.—At different times, about five years.

27.—£.317 10 s.

28.—In 1863, no one; in 1862, the master visited the International Exhibition, at his own expense.

29. -21 in central school, and three in public 30.—None yelle my n ni comesa meni i

schools.

31.-No.

32.—From 24th June to 15th August, one week at Christmas, and one at Easter.

33.—Certificates, 40 l; public schools, 15 l; school of art, 69 l. 2 s. 1 d.; prize money, 6l. 6s.; total, 130 l. 8 s. 11 d.

34.—Ladies' elementary, Monday and Thursday, 9.30 to 11.30; 5s. per month. Ladies' advanced, Monday and Thursday, 11.30 to 1.30; 21 s. per month. Artizan, Monday, Wednesday, and Friday, 7 to 9 p.m.; 2 s. per month. Mechanical, Tuesday and Thursday, 7.30 to 9.30; 2 s. per month. Teachers' class, Tuesday and Friday, 5 to 7; 1 s. per month.

35.-Nene.

36.—From school of art day classes, 59 l. 1s. 6d.; master's share, three-fourths. Evening classes, 49 l. 12 s.; master's share, one-half.

37.-None, owing to the attendance being influenced by the state of trade.

38.-185.

39.—Males, 33 149 times; females, 43 16 times. 40.—Male students:

6 attended 11 months. 14 attended 5 months, 18 99 4 3 ,, 10 ,, 29 8 99 7 99 27 1999 6 99 117

41.—Female students:

6 attended 11 months 8 attended 6 months.

2 , 10 , 9 , 5 , 2 , 9 , 7 2 , 9 2 ,, 9 ,, 2 ,, 8 ,, 7 ,, 2

42.—About 400.

43.—In 1863, 54 passed (the first examination of school).

44.-No.

45.—None used.

47.—No account kept.

48.—In morning classes, complaints are made that the system is "too dry." If not slightly varied, many of the students would leave. In the evening classes the Department course is more strictly adhered to; but there is a great want of suitable examples, especially for mechanical and architectural drawing. Generally, a much greater variety, and better selection of examples, is urgently needed.

50. - There is a botanic garden, but no facilities offered to the students in connection therewith.

51, 52.-No.

53.-No; it is certainly very desirable there should be.

54, 55.—None.

56.—No.

57.—No special exhibition of the students' work; but on the occasion of the distribution they are submitted to inspection.

58, 59.—No funds.

60.—First examination in 1863; 92.

61.-22.

62.-16.

63, 64.—None.

N.B.—The above information has been chiefly supplied by the master.

> Geo. H. Lovell, Secretary.

KIDDERMINSTER SCHOOL OF ART.

1.-Kidderminster School of Art.

2.-It occupies apartments in the Kidderminster Public Rooms.

3.-Two.

4.-60.

5.—Ventilation capable of improvement; in

other respects satisfactory.
6.—Some ventilators have been fixed, others will probably be added.

8.—£. 42 (inclusive of warming, lighting, and attendance).

9.—The Kidderminster Public Rooms Company.

11, 12. - No.

13.—There is no available space. It seems most desirable there should be provision made.

14.-None, though much wanted.

15.—Not at present.

16.—None.

17, 18, 19.—No.

20.-No occasion to borrow as yet.

21. Turner's Liber Studiorum, a plaster cast, Owen Jones' Grammar of Ornament.

22.—Three or four treatises only, the property of the school.

24.—None.

25. - Joseph

25. Joseph Kennedy; 1, 6 a, 6 b.

26.-Four years.

27.—About 180 l. during the whole time.

28.—The master visited London, in July

29.—30.

30. The master has not been absent, except in vacation time.

31.—The attendance of the master is not recorded; his class register show his presence by his entries.

32.—Two months: Midsummer, six weeks; Christmas, two weeks.

33.—£. 163 8s. 8d.

34.—Courses of instruction: Mechanical drawing (including practical geometry, perspec-tive, architectural, and machine drawing; orna-mental drawing; figure drawing; painting in oil, water colours, tempera, and crayons; deigning for textile fabrics.

Day Class for Ladies: Tuesdays and Fridays, from half-past 10 to half-past 12 o'clock. Evening Class for Ladies and Gentlemen: Tuesdays and Thursdays, from seven to nine o'clock.

Terms for the above Classes: Entrance fee, 3s. 6d.; per month, 4s.; per session of five months, 16s.; the entrance fee being remitted to persons subscribing for a session.

Evening Class for Artizans: Mondays, Wednesdays, and Fridays, from seven to nine o'clock. Entrance fee, 1 s. Terms: per month, 1s. 6d.; per session, 6s. 6d. Students attending the evening classes will have the option of paying half the above fees for one evening's instruction in the week. Schoolmasters and schoolmistresses are admitted to the respective evening classes on payment of half the above fees; or they may attend on Thursday evenings alone, at the regulation fee of 10 s. per annum.

The Committee of Council award local and national scholarships of 20 l. to 40 l. per annum to highly deserving students in these schools; also medallions, medals, books, instruments, and money prizes to the best works in the local and national competitions.

35.—One pupil teacher.

36.—£. 59 17 s. for the central school; twothirds of the artizans' and one-half of other fees allotted to the master.

37.—The artizan students are required to account for any irregularity.

38.—109 (central school).

39.—For the artizans' class, about 70 days.

40, 41.—The Number of students who have App. No. 16. paid fees in each Month has been :-

Name of Class.	January.	February.	March,	April.	May.	Jane.	July.	August.	September.	October.	November.	December.	TOTAE.
1. Ladies' Morning	7	8	8	10	9	8	-	11	31	11'	11	10	12
2. Ladies and Gentle- men's Evening	15	17	16	17	16	17	-	7	7	8:	80	8	20
3. Artizan	38	43	37	41	43	35		36	38	89	46	31	62
4. Teachers and Pupil	8	9	D,	:9	9	9	:	14	14	.14	14	14	15
TOTALS	68	77	70	77	77	69	00	68	70	72	79	63	109
1.0	0-20-	-	-	-	and the same	Salamento.	Francis						

42.—382.

43.—57.

44.—None.

45.—No form is used.

46.—It has not been found necessary to draw up formal rules.

47.—It is impossible to give the number: 102 works were exhibited; of which 34 were competition drawings; stages, 2 b, 3 b, 4 b, 6 a, 10 a, 13 a, 22 c, 23 c.

48.-No deviations have been made; the committee consider it would be very desirable not to limit the students to flat treatment in design.

49.—A few good chromolithographs for the ladies' morning class.

50.—The students draw from plants in the school; they have, in general, no facilities for study from nature out of the school.

51.—This is on the point of being done.

52.—Ditto.

53.—None. The committee, whilst desirous that national scholarships should be attached to the school, also think it important that prize studentships should be restored.

54, 55.—None.

56.—No.

57.—There has been an annual exhibition in January in each year. In January last, the number of visitors was about 3,000.

58.—One student, 51.

59.—Carpet design.

60.-96.

61.—38 passed.

62.—24.

63.—Two.

64.—One for 1862; five works are now in the competition for 1863.

By order of the Committee,

Arthur J. Day,
Hon. Sec.

LANCASTER SCHOOL OF ART.

-Lancaster School of Art.

2.—The Mechanics Institute.

3.—Three. 4.-60.

5.—Yes.

7.—None.

8.—No rent.

9.—The Trustees of the Mechanics Institute.

10.-None. 11, 12.—No.

13.—There is a museum of natural history, &c., orming part of the institution.

14, 15, 16, 17, 18, 19.—No. 0.53.

20.-No, there are no funds out of which to pay the expenses.

21.—Articles selected from the published lists of the Department to the amount of 3 l. 10s.

22.—No.

23.—No books have been lent.

25.—Herbert Gilbert; certificates 1 and 6 a.

26.—2½ years, ending September 1856. 27.—During the above period 192 l. (See also Preston Return.)

28.—Visited London in 1857 and 1862. 29.—18 hours, besides that occupied at the public schools, and preparing work at central school.

App. No. 16. 30.-None. bnoose; sentines;

.... third master, one-tenth. .o.N 32.- A fortnight at Christmas, and six weeks at

33.—£. 177 17 s. 3 d.

34.—The course of instruction includes:—

1st, Elementary:

Linear geometry.

Explanatory perspective.
Free-hand outlines from copies.
Free-hand outlines from objects.
Shading from flat examples.
Drawing from solids, models, and objects.
Drawing the human figure and animals from copies.
Drawing flowers, foliage, &c., from flat examples or copies.
Painting from flat examples, with instruction in elementary principles of colour.

SHAP THE RESIDENCE

2d, Mechanical:

Linear geometry.

The principles of mechanical and machine drawing by means of class lectures, and drawing from copies and None. objects. 3d, Advanced:

Linear perspective.

Free-hand outline from the round, or from casts, objects, &c.

Shading ornaments from the round or from solid forms.

Drawing the human figure or animal forms from casts or nature.

nature.
Anatomical drawing.
Drawing flowers, foliage, and landscape details from nature.
Painting direct from nature, flowers, and natural objects, landscapes, &c.
Painting the human figure and animals from flat examples and draped nature.

4th, Special Advanced : . TU (WU (MU (AU) Elementary Design.—Principles of form and colour.
Studies treating natural objects ornamentally.
Studies, ornamental arrangements to fill up given spaces.
Studies, historic styles of ornament, drawn or painted.
Time sketching, and sketching from memory.

TERMS.

	Half-Year's Session.	Per Month.
Artizans' Class.—On Monday, Wed- nosday, and Friday evenings, from	8. d.	8. d.
7 to 9 o'clock. Apprentices in this class, if entered for the year of two sessions, and	5 -	y
paid for in advance. 2. Gentlemen's Class.—On Tuesday and Thursday evenings, from 7 to 9 o'clock.	20 -	Per Quarter.
3. A Ladies' Class on Tuesday, Wednesday, Thursday, and Friday evenings, from 4 to 6 o'clock.	20 -	10 6
4. Schoolmasters, Mistresses, and Pupil Teachers' Class.—On Saturday mornings at 10 o'clock.	7 6.	st 5
Pupil teachers, if entered for the year of two sessions, and paid in advance.	2 6	V 1

5.	National	and other	public	schools	•	On the	Government to	da.
	1			.: 10	7300	lier .	-1 Wa	ams

of Private schools 2. d. L. By special arrangement n, third 1 6

An inspector from the Department of Science and Art will risk the school, and report on its progress from time to time, and medals and other prizes will be awarded to meritorious pupils.

Persons desirous of joining any of the classes may obtain tickets and other particulars, on application to the librarian, at the Mechanics Institute.

35.—One.

36.—£. 175 11 s. 6 d. c. 140 l. 9 s. 3 d. to the master; 35 l. 2 s. 3 d. schoolkeeper, advertising, and general expenses, we six we seened and s

37.—None.

37.—None. Apply and restard and Males, 96; females, 47.

39.—Males, 82; females, 45.

40.—Male students: October other I -1696

November Forman 198 Aprilimore essays. December - - 95 May - - 97

41.—Female students: August 9no (aredon) 38 September 37 October 741 38 November 32 January - - 48 - 49 February March Stimm 53 April 51 May - 54 December -- 54 June -

42.-852.

43.—122.

44.—One prize student.

45, 46.—None.

47.—22; in stages 26, 36, 48, 56, 3 a, 6 b, 10a,

51, 52.—Yes.

53, 54, 55, 56.—None.

57.—One for six weeks each year, commencing about 21st June.

58.—None.

60.—175.

61.—118.

62.—39.

63.—No record.
64.—None. BY HOME 10 YEAR OFFINE

LEEDS SCHOOL OF ART.

1.—Leeds School of Art.

2.—In a private house, the lower rooms occupied by a porter.

3.—Three floors.

4.-75.

5.—The worst possible.

6.—Subscriptions to the amount of 8,556 l. have been obtained, conjointly with the Leeds Mechanics Institution, towards the erection of a

7.—A conditional grant of 500 l. has been promised towards the new building.

8.-£. 105. 9.—Mr. Weatherburn (private property).

11, 12.—No.

13.—A considerable space is set apart in the plans for the new school for such a museum, picture gallery, &c.

14.—No.

15.—None.

16, 17, 18.—No. 19.—Yes; in the years 1855-56, from November to January: receipts barely covered expenses

20.—No. 21.—Casts, drawing copies (some second-hand) and few books.

22.—A small one.

23.—The Board of Trade gave a few in the first instance, and several have been added by the Committee.

5. National and other public schools . On the (anoNuest 15. 25.—1. Walter Smith, head, 1, 4, 5, 6 a; 2. James Ford, second, 1, 2, 4, 6 a and b 3. A. Stevenson, third, 1, 6.

26. Head master seven years mort rate 27. The Department will be best able to furnish this information.

28.-Head master in June 1862 to London; head master in November 1863 to Paris.

29, 30 .- In the school: Head master 16 hours: second, 14 hours; third 20 hours, besides the time pent in public and private schools.

31.-Yes.

32.-Midsummer, six weeks, Christmas, two weeks; Easter, one week.

33.— Head master, 931. 6 s. 7 d. second master, 125 l. (about); third master, 42 l. 14 s., three-quarters of year; this is exclusive of private teaching, and independent of certificate and prize Howances 19d meta

34.—Ladies morning class, 10 to 12, 1 l. 1 s. per quarter; mechanical, three evenings, 7.30 to 30, 6 s. per quarter; advanced, three evenings, 7.30 to 9.30, 10 s. 6 d. per quarter; elementary, four evenings, 7.30 to 9.30, 6 s. per quarter; pupil teachers, one morning, 10 to 12, 2 s. 6 d. per 35.—Four dmosaes | 84 -

36.-147 l. 3 s. 10 d.; Committee, four-tenths;

first master three-tenths; second master, two- App. No. 16. tenths; third master, one-tenth. .07-11 tenths; third master, and North at Christmas, and north at Christmas at Christm

39.—Average attendance, 78.
42.—5,001.
43.—234 vloni noitourteni to service con service co

44.—12 students exempted; nine students ob-

tained free studentships, and three working men with large families, by master's recommendation.

45.—None used.

48.—Copies not of Department origin, have been used to give greater interest to the pupils, in most of the stages.

49.—Architectural, mechanical, figure drawing,

landscape and other painting, &c.

50.—None whatever; but the plans for new school includes a conservatory for plants.

51, 52, 53.—No.

54.—None.

55 .- James Kennedy; William Sturgeon.

56.—None.

57. - Nine; 3,000 persons, sales fasiles

58. £. 28 14 s. 6 d.: about 21 students varying from 10 s. 6 d. to 5 l. 5 s.

59.—Painting in water colours: geometrical drawings; mechanical drawings; perspective drawings, design for paper hanging; human figure; thistle leaf in chalk; model drawings, &c.

60, 61, 62, 63, 64.—Science and Art Department. moles bus mrof for selectioning.

LIMERICK SCHOOL OF ART.

1.-Limerick School of Art.

2.—The school is held in the Limerick Athenaum, which is set apart for educational purposes, viz., singing, music, art, debating classes, chess, reading rooms, library, and gymnasium; also, hall in the rear for lectures, exhibitions, &c.

3.—Four.

4.-70 to 80, with a little inconvenience.

5.—Not quite satisfactory, it being difficult to obtain a good distribution of light and shade owing to want of top light.

6.-No steps have as yet been taken owing to want of funds.

7.-No grant.

8.-£. 20 4s. 8 d. per annum for entire building.

9.—The Athenaum was built by public subecription, and is managed by a committee of 19, out of whom three are appointed trustees. The committee are chosen by subscribers called members.

10.-No.

II.—Part of the premises (the front) was given by the corporation, and two of that body are always on the committee.

12.-No.

13. No space, but it would be most desirable.

14.-No; it is most desirable there should be, as would not only be a great boon to the students of the school, but would also serve to improve public taste.

15. No measures have been taken in connection with the school with the exception of a objects obtained from the Department as 0.53.

16.—No presents or donations with the exception of those mentioned in answer to question No. 15.

17.-No.

18.—Yes, from the Department.

19.—Yes; in the year 1858, which was attended with a profit of 50 l.

20.—No. On account of the risk and expense, as also the uncertainty of obtaining the right things. The great expense of a visit to London prevents the master from becoming acquainted with contents of the Museum.

21.—A set of physiological diagrams, botanical diagrams, Herman's outlines of the figure, a few lithographs, and some odd leaves out of the engineers' and mechanics' drawing book.

22.—There is a library attached to the reading

room, but not to the School of Art.

23.—None by either.

24.—None.

25.—Mr. N. A. Brophy, 1, 6 a and 6 b.

26.—Three years. 27.-£. 1 per week, for which he gave six

hours per week in public school teaching in London.

28.—In 1858, one student was sent to Manchester by the Department, and in 1862 the master visited London.

29.—33 hours per week, including public school teaching.

30.—Has not been absent.

31.—An account of the pupils but not of the

32.—July and August, one week at Christmas, and one week at Easter.

33.—As given by the master, 150 l.

3 K 3

	- Hours for an	FRES.
CLASSES.	Mark Meeting. 11	Term
25 Classes	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Leve de Lo sand
Morning Classes:	Monday, Wednes-	15 7 10 10 of
Advanced 3 11 4	day, and Friday, 9.30 to 11. Monday, Wednes- day, and Friday, 11 to 1.	1 3 10 -
Both Classes -	Inclusive, 9.30 to 1.	1 5 - 4
Afternoon Classes:		P
Elementary and Advanced.	Monday, Wednes- day, and Friday, 6 to 7.30.	10 10 11 10 11 10 14 10 14 10 14 14 14 14 14 14 14 14 14 14 14 14 14
Evening Classes:		
Elementary, Advanced and Technical	Monday, Wednesday, and Friday, 7.30 to 9.30.	25 5 6 5 15 5
Special Class for nical, architectural, ing, Monday, Wed 7.30 to 9.30.	artizans, for mecha- and freehand draw- nesday, and Friday,	1 s. per month.

35.—None. 36.-£. 106 15 s.; the committee give the master all the fees, out of which he is obliged to light, warm, and in every way take care of the four rooms allotted to him.

37.—No rules. 38.—129.

39.—Seven months.

40.—Male students:—

From 1 to 4 months, 45. 11.—Female students:—

From 1 to 4 months, 30.

5 m. 7 mill, 10.

7 8 n 10 dy meth 12. THE RESERVE OF THE PARTY OF THE

42.—180. 43.—24. li . M — arony hippo as a

44.—Three, whose fees were paid by the Department, being prize students. 45, 46.—None. 47.—No register.

48.—In stage 2, because the master considered that copying a number of these wiry-looking outlines of the Department was not conducive to artistic power. In stage 4, because the Depart. ment examples are considered dry and unin-teresting, copies of heads, animals, &c., were used, and it was found difficult to procure good

shaded examples of heads, such not being in the lists of the Department: and an derired

49.—Lithographic studies of heads, animals, &c., and water colour landscapes. They were used for the purpose of making the school more popular.

50.—None.

51, 52.—Yes.

53.—None at present, but most desirable that there should be.

54.—Andrew F. Brophy.

55, 56.—None.

57. In the month of October, after the art inspector's visit, the student's drawings are exhibited to the public in the lecture hall.

58.—No funds.

59.-Nil.

No record kept previous to year 60.-93. 1858.

No records as above. 61:-39.

62.-76.

63.—No register kept; but as can best be calculated, about three annually.

(signed) Albert Victor Wilson, Hon. Secretary, Limerick Athenæum.

LIVERPOOL (NORTH DISTRICT) SCHOOL OF ART.

1.—Liverpool (North District) School of Art. 2.—In a room of the Liverpool College, in St. Augustine's National School, and St. James's National School.

3.—Three.

4. - 500 or 600 if required.

8.—St. Augustine's and St. James's, 31. 3 s.

per annum each.

9.—Trustees of Liverpool College; and also of the St. Augustine's and St. James's National Schools.
10.—None.

11.—No.

12.—For its support?—No. Local taxation?— Yes.

13.—There is a small museum.

14.—No.

15.-None.

16.—I do not understand properly the meaning attached to the word "museum" in the annexed question. We have a variety of sculpture, partly purchased by ourselves, and partly presented or aided by the Department.

18 .- A few specimens have been given by the

Department as prizes for medals gained. 19.—Yes, in 1857. Profit, 36 l. -s. 1 d., which was divided with the south district.

20.-No; the expense too great.

21. A variety of casts, &c., the same as sant to all the Schools of Art in the kingdom.

22.—No.

23.—The Board of Trade has lent more.

24.—None.

25.-W. J. Bishop, none; S. Burkinshaw,

26.—S. Burkinshaw, 15 months, from January 1854, to 1st April 1855, garage : sugar on.

27.—None.

28.—Opening of the Kensington Museum; International in 1862; and twice before attending masters' meetings.-W. J. B.

29.—24 in day schools; eight in centre evening; four in pupil teachers'; two and a half ladies, at home, besides other casual teaching W. J. B. —263 S. Burkinshaw, national school pupil teachers' classes, ladies' classes, &c.

30. Three days on business, and about a fortight from illness in eight years. - W. J. B. 31.—In day schools?—Yes.

32 Six weeks at Midsummer, and a month at Christmas, with a few days at Easter and Michael-

33.-£. 325.-W. J. Bishop. 144 l. 13 s. 7 d.-

Burkinshaw.

34.—The evening classes, and Government shool of Art, are open on Monday, Tuesday, Jursday, and Friday evenings, from seven to o'clock, for the instruction of young men, gaged in business during the day, in literature, since, and art, with an especial view to their actical application in the daily pursuits of life.

Evening Classes.

Head Master, Mr. S. White.

Mathematics, Navigation, Nautical Astronomy, d Arithmetic - - Mr. S. White.

English and Classics - - Mr. C. Bell, Univer-

Writing, Book-keeping, &c. - Mr. S. Cherry.

The course of instruction comprises English, in lits branches, Latin and Greek, writing, plain ornamental, book-keeping, phonography, ithmetic, algebra, geometry, especially in its actical application to mensuration, surveying, , nautical astronomy and navigation, trigonomechanics, analytical geometry, difetry, mechanics, analytica rential and integral calculus.

Students in these classes are prepared for ma-julation at the Universities of Dublin, London, Durham, by which candidates for admission to the medical and legal professions are expeted from the usual preliminary examinations. hey are also prepared for the civil service examinations.

Terms:—One guinea per annum, or 12 s. per Fyear, commencing from the date of payment.

N. B.—Seafaring men, on payment of one inea, are entitled to attend whenever they may in port, for a clear period of nine months.

Extra classes for the study of French are open der the care of Mons. Dubourg, Diplome de cademie de Paris.

Terms:—For two lessons per week (Tuesday Friday evenings, from eight to nine), 10s. 6 d. quarter.

GOVERNMENT SCHOOL OF ART.

Head master, Mr. W. J. Bishop, President of Liverpool Academy; Second master, Mr. Burkinshaw, certificated master from the venment Department of Science and Art,

General Course of Instruction.

Elementary-Including free-hand drawing putline from the flat copies of ornament and res, geometrical drawing, &c.

Advanced—Including free-hand drawing of ment and figure from the round; shading chalk and sepia; perspective; painting the an figure, landscape, fruit, flowers, &c., from mples and nature, in oil, water, or tempera drs; elementary design; still life, &c.

Special-Including artistic anatomy; mecal and architectural drawing; modelling, &c. ems: 6s. 6d. per quarter, 12s. per halfor one guinea per annum, commencing the date of payment.

htdents may divide their time between the

evening classes and the Government School of App. No. 16 Art without extra payment. Prizes are awarded at Christmas in the evening classes, and at Midsummer (by Government) in the School of Art, to pupils who distinguish themselves. The vacations are six weeks at Midsummer and four weeks at Christmas. A register of attendance and conduct is open for inspection to parents and guardians. Students have the privilege of admission to the upper gallery of the lecture hall at the ordinary lectures. They are likewise entitled to take books from the lending library (of which Mr. R. Breckell is librarian), between a quarter past five and a quarter past seven on such evenings as the school is open, on payment of an extra subscription of 4 s. per annum. (Catalogue and Supplement 2 s.)

35.—One pupil teacher. 36.—Amount of fees:-

Finance.—The receipts during the year have amounted to 6,365 l. 3 s. 6 d., and the payments to 6,333 l. -s. 10 d. On 31st December the balance in hand was 1,661 l.

The payments include extraordinary expenditure incurred during the year, in connection with the changes which have attended the death of the late head of the day schools, and the appointment of his successor; in altering and improving several of the class-rooms, flagging one of our yards, providing new class-books, apparatus, and furniture; and otherwise in aid of the teaching, and to promote the comfort of the pupils.

The total number of members, subscribers, and pupils, at the end of the year was 2,498, being an increase of 20 over the preceding year.

The High and Commercial Schools.—These schools have now been nearly a year under the present head master, the Rev. Mr. Jones, who has fully justified the confidence with which your directors committed these great schools to his charge. The important measures which, be-fore his election, your directors had adopted for improving the education given in the schools, have been carried into effect by him in such manner as to attain the advantages which were hoped for therefrom. He has also, from time to time, submitted to your directors valuable plans and suggestions for still further improvements, which they have adopted.

The distinguished success of the pupils in the local examinations of Oxford and Cambridge, in December 1861, and June 1862, affords gratifying proof of the excellence of the instruction given in our schools, and of their efficient management; 14 candidates entered for the Oxford examination, of whom 13 passed, the remaining one failing only in one preliminary subject (analysis of sentences), but passing in everything else. Three passed among the seniors, two in the first and one in the second class. Two juniors also passed in the first class, making in all four in the first class; while of all other schools in the kingdom which competed, only two obtained as many as four "first classes;" and only one school besides this so many as two "senior first classes." The percentage of failures in the country was nearly one-half, and in these schools only one out of 14. The per-centage of "first classes" taken throughout the country was only eight, and in these schools

This satisfactory result may be attributed in some measure to the power of expressing and applying their knowledge, acquired by the boys in the weekly class examinations held in the school,

App. No. 16. as well as to the efficiency of the teaching in other

Fifteen of the pupils attended the local Cambridge examination in December last. The results are not yet published, but your directors anticipate that they will prove equally gratify-

Richard Hughes, of the High School, who took honours as a senior at the Oxford examination of 1860, has this year matriculated at the University of London, passing in the highest division ; and Mr. E. B. Ewart, who gained the Yates Exhibition in 1860, has passed the first Bachelor of Arts

examination of that University,
The Yates Exhibition of 1861 still remains to be competed for, because the best boy of the High School at Midsummer last, R. J. Edwards, was too young to matriculate at the Landon University. In point of attainments, however, he has proved himself far in advance of the requirements for matriculation; and the fact that his classfellow, Hughes, who was the fourth boy of the High School, at Midsummer, has matriculated in the highest division, affords further evidence thereof.

Greater encouragement has of late been given in the High School to the study of the classics, so far as to secure the advantages they afford in a liberal scheme of modern education, without in any degree diminishing that attention to science and the requirements of a commercial life for which these schools have long been distin-

The appended statements show that, while the pupils have taken high honours in classics, they have not been less successful in science.

Your directors have added to the High School a preparatory department, which was opened in October 11 It commenced with 11 pupils, and now contains 30.

The exhibitions from the Commercial School to the High School were awarded at Midsummer last to Thomas Henry Sweeting and Robert William Genese Sweeting having wacated the one to which he was entitled; it was presented to James

It is with feelings of deep gratitude that your directors report that Mrs. Holt, the widow of that warm friend and zealous director of the Institute, the late George Holt, Esq.; has invested the sum of 1,000 l. to found a scholarship in the Institute, to be called the "Holt Scholarship." / It will be awarded, whenever vacant, to the best boy in the High School, and will be tenable for two or three years at any college connected with any of the English Universities; or the fund may be applied in other ways for the advantage in life of the pupil to whom it is awarded: "The trustees of the fund will have large powers of varying the application of it, in order to secure that it shall not fail of usefulness hereafter, through too strict limitation.

Your directors recommend that a special vote of thanks be passed at this meeting to Mrs. Holt, for her munificent donation, and that, as a further acknowledgment thereof, her sons, who are not yet on dur roll of life members, be added thereto.

The number of pupils at the close of the year was as follows:-High School, 110; Commercial School, 631; total, 741.

The High School now contains 138 pupils, and

the Commercial School 643; total 781, being a increase of 40 over last quarter.

The Girls' School. The finances of this depart ment are in a most satisfactory state; and it ment are in a most as it has long reflected, very high credit on Miss Ellison, who is at its head, well as upon her assistants.

The total in receipts in have amounted 1,836 t. 16 s. 10 d., and the payments to 1,713 t. 0s. 8 d., showing a surplus of 123 t. 16 s. 2d and increasing the balance to the eredit of the school to 1,321 l. 19 s. 6 d.

The Evening School. - During the last two years the attendance in the evening school ha decreased. This falling off has taken place chief in the elementary, section of the school, and doubtless due to causes which leave no room for regret among the friends of popular education.

The number of pupils at the close of the rea

At Midsummer the Canning Prize was awarde to Thomas S. Williams, who consequently is not a student of Queen's College.

An exhibition to the College was awarded to

Edward Powell also.

Your directors have resolved, that in future th annual examination of the evening school sha take place in March, the number of pupils bein always much greater at that period than

Midsummer to locales letters and at harrows.

The sum of 30 k has been presented to you directors by the committee of the Holt Testimon Fund, accompanied with a suggestion that should be placed in the hands of trustees, and the interest appropriated to the giving of prizes in the evening school. This gift is the balance which remained after paying for the portrait and bust Mr. Holt." The portrait now hangs in the boar room of the Institute, and the bust has been presented to Mrs. Holt.

Lectures on Political Economy. + A course public, lectures on this subject was delivered the Institute by the President, early in the year in accordance with the announcement made the last annual meeting. Afterwards the Predent gave weekly class lectures thereon in t evening school, and roused great interest in t subject. Your directors have learned with pl sure that he has recently re-opened this cla which is not confined to regular pupils of t evening school, all persons being admissible we desire instruction in the science. The first of t public lectures, having a wide general application has been published by your directors.

The class book adopted is the WProgress Lessons in Social Science of Mr. William Elli and of this work the author has, in testimony the interest with which he watches our expe ment, presented to the Institute three doz copiesalt to not all residence of thesique

Your directors recommend that a cordial w of thanks be given to the President for the va able service he has thus rendered the Institut and that, in acknowledgment thereof, his no be added to the roll of life members of the Institute.

Government School of Art .- During the year the number of students attending the cent school has increased.

The usual annual examination was held at the school by her Majesty's Art Inspector, Eyre Crowe, Esq., in June, and the following prizes and honours have been awarded to the students, viz:—

National Medallions at Caller 10 2 Ditto Honourable Mention - 10-1 Local Medals strateform and may 22 Ditto, Honourable Mention 1 3 Prize Studentships A OL Will 7
Second Grade Prizes And A 19 Ditto, Passes roled on sursons First Grade Prizes # 01 1 152 1 92 Ditto, Passes 17.116 Total

being an increase of 124 over the preceding

Works executed by two of the students of this thool, viz., Miss Pow and Mr. Birkmyer (now the master of the Exeter School of Art), were lated by the Science and Art Department in the International Exhibition to Illustrate, in its highest results, the instruction in applied art green in the Government Schools of Art of this country. A carpet, also, designed by Miss famming of our school, was among the objects in the International Exhibition which attracted

One of our students, Mr. Goepel, has been removed to the central school at South Kensingon and another, Mr. Richard Hartley, has been appointed pupil teacher in the Birkenhead School of Art. Both appointments are prizes, in carry with them valuable privileges.

Queen's College. It is gratifying to your directors to report a considerable increase of the amber of students in The number in attendance at the close of the year was 180, against 120 in December 1861, showing an increase of 50 per tent. A still larger increase has taken place in he year which has just commenced, and your directors have learned with pleasure that the tollege now contains a greater number who were reviously pupils in the high school than have een found among its students at any former time.

A provincial matriculation examination of the University of London was again held at the college in July, under the Rev. Professor Newth, A., the delegate appointed by the University.

During the year the University has determined discontinue the separate examination for mours at matriculation, and to bestow the schoarships and other prizes on those who take ghest rank in the matriculation pass examination. This will prove a boon to those in the provinces, and (the necessity to attend the honours examimin London no longer existing) will probably have the effect of increasing the number of cadidates at the provincial centres of examination. In future, under a new regulation of the Secrepatriculation examination of the London Univer-My will be considered qualified for admission as adets to the Royal Military College at Sandhurst, their respects comply with the rules of the War Office as to age, &c. Oil miriant

The Museum. The want of additional class App. No. 16. accommodation led your directors to inquire into the present utility of the Museum. They found that it no longer serves any educational purpose which will not be better served by distributing the more useful specimens in the class rooms where the subjects they illustrate are taught; and, satisfied that there no longer exist good reasons for the maintenance of the Museum as hitherto, they have resolved to convert the space it occupies into class rooms.

Annual Presentation of Prizes.—Your directors desire to record their thanks to the Right Hon. Lord Stanley, M.P., for his kindness in attending and distributing the prizes, and in delivering an address at the public meeting for this purpose held in October last; and they recommend that his Lordship's name he added to recommend that his Lordship's name be added to the roll of life members of the institute.

37 to 41.— See answer to query 36.

42.—1,723 in 1863. 43.—117 in 1863. saw onw sodguil woll

44.—Three, on account of being art students. 45. Form used for the admission of Students:

Liverpool School of Art (North Branch).

Admit

as Student to the

Drawing Class, for the quarter ending

N. B.—This Ticket must be produced when he appended statements show that rol bella 146. Rules: All drawings must be carefully finished, and must have the student's name and the data written at the bottom right-hand corner. No example will be changed till these conditions are complied with All drawings must be executed on the imperial sheet—211 inches by 291 inches, either whole, or in halves or quarters. Each student is requested to provide himself with a drawing board; and those studying perspective, mechanical, or architectural drawing, with a 6-inch set-square, T square, and four drawing pins.—Class fees must be paid within seven days

of the commencement of the quarter. 47.- No account has been kept.

48. Occasionally with pupils not under Government inspection.

49. J. D. Harding and J. Lewis's works.

50. -- None, except in ladies' class. W. J. B.

51.—Inventoried.

52 .- Yes of olden

53.—One appointed January 1864; none be-

54, 55, 56.—None.

57.-At Midsummer each year; in 1863, 1,067 visitors attended.

58.-Five Institution silver medals, and five other prizes, annually; value 41.

59. Figure, model, freehand, and perspective.

60.--652.

61.-1418.

62.--55.

63.—15.

J. Gregory Jones, Secretary, Liverpool, any one to seed a North District School of Art.

LIVERPOOL (SOUTH DISTRICT) SCHOOL OF ART.

1.—Liverpool South District School of Art.

2.—The school is a department of the Liverpool Institute, in which its classes are held. Liverpool Institute consists of schools, library, lecture hall, &c.

3.—Four; one exclusively, and three which are used at different times for other classes.

4.—More than 300 at once; if needed, other rooms would also be available for night classes.

5.—Yes.

7.—Not aided.

8.—No rent is paid.

9.—The Trustees of the Liverpool Institute.

10, 11, 12.—No.

13.—One of the rooms above mentioned is a museum; it has, however, to be used in the day time as a class-room.

14.—A general museum was formed when the Liverpool Institute was erected in 1837.

15.-Works of art, and works on art, are comrised in it, and in the gallery of sculpture. These, however, are for the use of the students, not for the free access of the public thereto. The purchases made, and other acquisitions, have been made with a view to their special utility to the

16.—Yes; by the Department, on our students gaining national and local medals, and on other occasions. Many donations have been received from other sources.

17.—No.

18 .- Yes: hora . other ar title

19.—Yes, twice; in 1856 and in 1861. On the first occasion there was a surplus of 81., and on the last occasion a loss of 20 l.

20.-Yes.

21.-Numerous costly books, electrotype reproductions, casts, models, drawing examples, frames, &c.

22.-Yes; but the students who desire to use it must pay a fee in addition to their class fee.

23.—Some works, however, are specially appropriated to the school of art class rooms, and to these the students have access without extra payment.

24.—None.

25 .- John Finnie, certificates 1, 2, 6; Ephraim Pugh, uncertificated; Emma Gammage, certifi-

26.—The head master, John Finnie, about

21 years.

27.-Mr. Finnie has received 30 l. a year, in respect of his certificates, and also payments on the results of the examinations, which in 1863 amounted to 26 l. 14 s.; Miss Gammage received 20 l. last year as art pupil teacher.

28.—None in 1863.

29.—Headmaster, 28; second master, 10 hours.

31.—No.

32.-Six weeks at Midsummer; three weeks at Christmas; and one week at Easter.

33.—Mr. Finnie, 303 l. 14 s.; Mr. Pugh, 47 l. 1 s.; Miss Gammage, 20 l.; Mr. Lindsay, 20 l.

These sums refer only to the school of art classes, and not to lessons to private schools, and other private tuition.

34.—Ladies: morning, Monday and Thursday 12 to 1.30, 21 s. per quarter; evening, Monday and Friday, 6 to 7, 15s. per quarter; general evening classes, Monday, Tuesday, Thursday, and Friday, 7 to 9, 6s. 6d. per quarter; Liverpool Institute day schools and parochial schools, various hours.

various hours.

35.—In 1863, two art pupil teachers.

36.—Fees of the ladies' morning and evening classes, and of the general evening classes of the central school, 269 l. 3 s. 9 d.; of the fees derived from the ladies' classes two-thirds have been paid to the head master, and one-third retained by the school for general expenses; of the general evening class fees, 4 s. 9 d. to the head master, 3 s. 9 d. to the second master, and 2 s. 9 d. to the school fund.

37.-None.

38.—Males 289. Females

40.—Male students:

137 attended 3 mths. | 19 attended 9 mths. | 47 ,, 6 .,, | 19 ... 12 ,,

41.—Female students:

20 attended 3 mths. | 12 attended 9 mths, 20 , 6 , | 15 , 12 ,

42.—1,144.

43.—285.

44.—None but those to whom prize studentships have been awarded by the department.

45, 46.—None used.

47.-No register is kept, but 72 works were executed for the competition for medals.

48.—None worth mentioning.

49.—Only a few elementary outline examples. 50 .- Access to the Liverpool Botanic Gardens, and specimens therefrom.

51.-A printed catalogue of the principal cast is sent herewith.

52.—Many are labelled, but some are not; the books, &c., are stamped, and an inventory is kept

53.-No scholarship is attached to the school prize studentships have been instituted by the Committee in the place of those discontinued by the Department.

54, 55.—None.

57.—Yearly at Midsummer; attendance usually about 2,000.

58.-None.

60.-400*.

61.-207*.

62.—151.

63.—9.

64.—12.

^{*} These refer to prizes only, and not to the much larger number who passed, but did not gain prizes.

MACCLESFIELD SCHOOL OF ART.

1.-Macclesfield School of Art. 1 116- 116

2.—Not separate; occupying the upper portion of a large building devoted to the use of the Useful Knowledge Society.

3. One has vehical

5.—Moderately so. The held for consideration of plans of improvement, but the subject postponed for the present owing to bad trade.

7.-No. 8.-£. 40.

9.—To the Useful Knowledge Society.

10, 11, 12, 13.—No.
14.—A small one; formed chieffy by small collections about the locality, and the grants made by the department in London on account of national medallions gained by the school.

16.—A few by gentlemen of the locality; mainly by the department as grants.
17, 18.—No.

19.—Yes; in 1855; supplemented very largely by local collections open for 10 weeks; loss 20 1.; a catalogue of local additions was printed and 500 copies sold.

20.-Yes, twice; but from the difficulty attending the selection of articles, and the expense

attending carriage discontinued.

21.—None.

22.—Yes; a reference library, and a small circulating library.

24.—None.

25.—George Stewart; no certificates.

26.-Never in the Training School; appointed in 1848, under the Board of Trade. ""

27.—£. 175 per annum up to October 1863; when it entirely ceased; being superannuated.
28.—The master visited Paris November 5th,

by direction of the authorities.

29.—29½ hours per week.

30.—Seven days; on visit to Paris; according to directions of the Lords of the Committee of Privy Council.

31. - No, discontinued three years since.

32.—Midsummer vacation from June 21st to August 1st; Christmas, December 24th to June 8th; Easter, three days; Michaelmas, three days. 33.—About 230 l.

34. Morning class, from 10 to 12 daily except Saturday, paying 3 s. 6 d. per month; evening, 7.30 to 9.30, 1 s. and 1 s. 6 d.

35. One in 1864; two pupil teachers in 1863. 36.—£. 152. 4 s. 3 d.; two-fifths to master, three-fifths to general expenses.

38.—Males 84, females, 23.

39.—Males 5 months, females 4 5 months.

40.—Male students:—

15 attended 10 mths. | 6 attended 5 mths.

41.—Female students:

2 attended 10	mths.	1 attended 5 mths.
1 ,, 9	33	1 1 39 4 39
Shove thent	E Morris	13 10 2 0 3
41 horrs od of	vov. Cor	(Pori 27 . 104) . 20
- 99	99	29 Land

42.—558.

43.—154. 44.—None.

45, 46.—None used.

47.—No record kept. if at has the mit

48. No outline from cast, because it is considered uninteresting and comparatively useless. No regular progress through the departmental stages, but such classes of work in agreement with them, pursued, as considered most useful to the individual.

49.—Many elementary copies used, executed by the master, because none sufficiently simple obtainable from published stock; examples illustrating theory of colouring and beauty of form, also executed by the master, used because none obtainable from published sources.

50. None; except that plants may be easily obtained by a student from friends and supporters

of the school.

51, 52.—Yes.

53.—No; but desirable if possible.

54.—None.

55.—A. Longshaw, in 1854; J. Bentley, in 1854; G. Wardle, in 1855; E. Kelly, in 1860; Z. Pritchard, 1862; none in 1863.

56.—No.

57.—One, February 17th, 1863; 999 visitors.

58.—£. 2. 5s. Three students obtained that amount in three prizes.

59.—For designs for "ladies' neck-ties," a local manufacture.

60.-273.

61.—109.

62.—96.

64.—15.

3 L 2

THE FEMALE SCHOOL OF ART, 43, QUEEN SQUARE, W. C.

1.—The Female School of Art, 43, Queen Square, W.C.

2.—It is in a separate building.

3.—Five rooms for study, the superintendent's office, and a cloak room.

4.—From 80 to 100.

5. No; require more space and better venti-

6.—The local Committee of the School have made application to the Lords of the Committee

of Council on Education for a building grant, and have submitted plans and specifications for building two additional well lighted and well ventilated class-rooms, cloak-rooom, &c., on the freehold premises, No. 43, Queen Square, which plans and specifications have been approved; but the minute to aid by a grant remains in abeyance until certain requirements of enrolment in Chancery, &c., shall have been fulfilled by the School Committee, and further funds raised by subscrip-

App. No. 16. tion. . In order to raise these necessary funds the School Committee are now making an appeal to the public, and a bazaar, under the patronage of the Queen, and of the Princess of Wales, is to be held on the 23d, 24th, and 25th June, 1864, in aid of the Building Fund. 7.—No, it has not been.

8.—The premises are freehold, 250 l. remaining unpaid on purchase money at five per cent. inte-

9.—Held in trust by three gentlemen of the Committee, who are the treasurers and trustees for the school, viz. the Rev. Anthony W. Thorold, the Rev. Eucilius Bayley, and John Henderson, Esq.

10.- Simply the 250 l. owing to Mr. John Ord Hall, previous owner, on the purchase money, and a former lease on back premises to be brought

up, value about 300 l.

11, 12.—No. 13. If the old premises were entirely taken down, a small museum might be built.

14.—There is no museum, a small one might be desirable.

15. Slightly, to which two or three artists have responded to application made to them by

the superintendent.

16. Edward Duncan, Esq., a landscape; Mrs. W. H. Carpenter, study of a head in oil; the Department of Science and Art, a head in oil; a study after Mulready, and objects awarded by the department on account of national medallions taken by students to the amount of 10% on the first three national medallions taken.

17.-No.

18. I do not understand this question.

19.—Yes, the money allowed by the department on national medallions taken by the students.

20.—Yes, often.

21.—See No. 16, also the entire collection of casts and examples which the school possesses, with but few exceptions.

22.—Yes.
23.—The library consists of a portion of the original library at Somerset House presented by the Board of Trade in 1860, to which collection has been added some books purchased with money, raised by private subscription, to the amount of about 26 l., and some books awarded at different times by the department on account of local and national medallions gained by the students.

24.-None.

25.—Louisa Gann, 1 certificate; Helena Wilson, 3 certificates; Laure de la Belinaye, 1 certificate; Clarissa Matéaux, 1 certificate.

26.—Louisa Gann, about nine months; Helena Wilson, four years; Laure de la Belinaye, three years and a half; Clarissa Matéaux has neglected to send me word how long, as she promised to do.

27.—Louisa Gann did not actually receive any maintenance allowance whilst attending the training school during nine months to prepare for the first certificate, as she was a teacher at the Female School of Art, 37, Gower Street, in the receipt of 50 l. per annum salary, a training teacher supplying her place at Gower Street. Miss Gann did not continue to study for the 2d and 3d certificate, in consequence of her services at Gower Street considered more advantageous to the school. Helena Wilson, 132 l. Laure de la Belinaye, 1757. Clarissa Matéaux has neglected to give me the necessary information as promised.

28.—Manchester exhibition in the summer of .. Mr. Copley has given edigical draw 47681

29.—From 30 to 40 hours per week, and for the last three years nearly all of the superintendent's private time has also been employed for the school.

30. Two or three days during the year, 31.—Yes.

32.—Two months from the 1st August to the 1st October, one week at Easter, a fortnight at Christmas, and the Queen's birthday

33.—Louisa Gann, 170 l. 19 s.; Helena Wilson, 122 l. 12 s. 2 d.; Laure de la Belinaye, 94 l. 16 s. 10 d.; Clarissa Matéaux, 33 l. 17 s.

34.—Number of classes, &c.:-

Morning, from 10 till 12.30, 3 l. 3 s. per sassion of 5 mants.

Afternoon, 1, 3 = 2 l. 2 s.

Whole day, 10, 3 = 4 l. 4 s.

""
""

Life Class:

Two days, from 10 till 1, 3 h 13 s. per session of 5 months

Wood Engravings of 18 business three days, from 10 till 3, 41,48, per session of 5 months. The above classes are public, there are no private classes.

35.—One pupil teacher appointed in 1862; the school has now none; office abolished by the new

36.—General statement of finance for the year 1862-3-Receipts : -- (350)

Subscriptions and sale of 118 15 pictures. Fees and bonus standed -376 15 - 16 Rent of back premises - 10 - -

TOTAL .- £. 505 10 -

Expenditure

£. 18. d. On account of subscriptions 4 11 10 Repairs odd how goth day 14 17 4 Taxes and rates poxo- odd 4 39 6 10 Salaries - garvanth ev. = 242 16 2 Wagestor bus-ountanges 170 - - Gas strig senum 13 - -Coals and Firing - - 17 7 6 Advertising 2014 - 13 14 3

Printing 2 10 2 - 9 12
Stationery 10 9 2 - 2 15 11

Stores 1 26 32 - 2 13 10

Model 2014 2014 311 301 2 2
Sundries - 22 - 322 2 2 371 24 12 65 Insurance . No survey and I tell 3 13 6 Furnitured salquaged til-omord 30/015/-3-

37.—A register of the student's daily attendance is kept, in which each student signs her name and states the hour at which she arrives and leaves.

TOTAL 2 - 4 2 501 80H

38. - 128.

39.—Four days in the week for three hours 40. The school is exclusively, as the title

implies, for the instruction of females only. 41.—As all students, with very few exceptions, enter for the whole session of five months. the average attendance of each is ten months of five months in the year toun oot bus guinasw

42, 43.—None. 44.—Upon passing a successful examination of the 2d grade, and taking one local medal, students

are free for one year, renewable on expiration on taking a nother local medal. The Department paying 41 on each free student for the first year, and 11. for the renewals. These free students and payments on them, are abolished by the new inute. The numbers have varied from 6 to 8, 45. Form of Application for Admission to the Remale School, Queen-square:

Dated this day of a received.

Name,
Age,
Residence

Age, Residence,

State with whom residing and whether parents or otherwise.

Names and addresses of two referees for respectability, being householders named in the Post Office Directory.

The referees must themselves will aporthis recommendation.)

Present occupation of applicant (if any) world Proposed occupation (if any a sessale evod

Is desirous i of attending to the liglementary aid. vanced morning course.

Applicant admitted on payment of a fee of for the Session.

Dated this Superintendent. 186 .

46.—Rules — Elementary and a Advanced Classes:— 01 - session a lead to to

Students to be punctual in their attendance, and to communicate personally, or by letter, with e superintendent when obliged to be absent. Students daily to put away their easels, drawing coards, copies, pencils, &c. &c., before they leave. all drawings when finished to bear the signature f the student, with date, and the number of ours employed in the execution stated on the ight hand corner. No drawings to be taken one without the signature and permission of le teacher. Free students must give regular ttendance every day, and follow such a course instruction as may be thought necessary to her progress; and, if required, act as monitors to mintain silence and order in the classes.

47. About 200. Stages 2b, 3b, 4b, 5b, 6a, b, 8b. 2, 8d, 10a, 10b, 11b, 12a, 13a, 13b, 14a, 5a, 16a, 17a, 17b, 22a, 22b, 22c, 23 above 48.—None that 1 am aware of.

49. A few chromo-lithographs, in consequence the want of good examples by artists.

50. By the kindness of the Council of the

Royal Botanical Society, Regent's Park (in con- App. No. 16. sequence of the Royal Gardens at Kew having declined their former supply), cut flowers are supplied for study in the school, otherwise pur-

chased by the students from Covent Garden, &c.

To induce students to draw plants growing wild from nature, in the fields, holiday prizes have been given for some years by private patrons of art and by the superintendent; but, the school, situated in the centre of the metro-polis, renders it difficult to organise regular classes

to go into the country. I out one only continued during the summer months under Mr. Herve d'Egville to go into the country to sketch in water colour landscapes from nature; and the Royal Zoological Gardens, Regent's Park, allow advanced students the privilege of sketching the animals from

51.—Not thoroughly; left for completion when the intended new class-rooms shall be finished.

52.—Yes. flind ad Jagim museum flams a nwoh 53.—No; of course desirable. Si and T. Al

54.—None.

55. Louisa Gann, Kate Wilson, Helena Wilson, Laure de la Belinaye, Florence Casabianca, Amelia Hicks, S. A. Doidge, Sarah Hipwood, Mary Rees, Charlotte Rees, Mary L. Burrows, Annie Carey, Alice West, Eliza Mills, Florence Swallow, Maria Ann Hardess, Maria Edwards, Isabel Sawkins, Charlotte Gibbs, Mary Mnn Freed, Sarah Edgley, Eliza Law, Mary Julyan, Mary Channon, and various others.

56.—Occasionally a few. bom lan

56.—Occasionally a few point and 57.—In the spring of the years:

1860 of the prize of the years:

1861 of year visited by 512 persons 81

1862 of year of year and medals are given by the Science and Art Department, except the yeartier prizes given by private individuals, and vacation prizes given by private individuals, and occasional prizes given by manufacturers and others, the local funds being at much too low an ebb to authorise the Committee in devoting any portion to such purpose, much as they might deem sed by private subscription, to the sidaries in it 26 %, and some books awarded sord 1.00

61.—From 1858 to 1863 inclusive, 133. 62.—From 1852 to 1863 inclusive, 289,

63.—No registry kept, probably about 180.—S 64.—From 1852 to 1863, inclusive, 21.

20 May 1864. Superintendent.

TARREST SECTION LAMBETH SCHOOL OF ART.

Lambeth School of Art.

2-Yes; the boys' school of St. Peter's, Vauxall, is also used as an elementary room.

Not room enough for advanced students; d warming, and too much ventilation. dinom.

A second storey is talked of movi— & T. Yes 285 7. 12 3. 2 7 a guissag nog U 0.53.

9. Conveyed to the Bishop of Winchester in 10.—None.
11.—Nothing.
12.—No.
12.—No.

13.-No; no room to spare. It is a very desirable thing to have 14. No; very much to be wished long M - 82

15.-Mr. Copley has given original drawings

App. No. 16. to form a small gallery of works of art; no additions have been made to these.

16.—None, by anyone.

17.-No; no funds to spare.

18.-No, we are obliged to purchase copies for our classes with prize money.

19.-No.

20.-No; two applications to the Department have been refused.

21.—None.

22.—No.

24.—Wornum's diagrams, and one other.

25.—John Sparkes, 1st, 2d, 6a, 6b; Edwin Bale, 1st, 4th, 5th, and 6a.

26.—John Sparkes, three years; Edwin Bale, about six years.

27.—J. Sparkes, about 220 l.; E. Bale, no return.

28.—Never.

29.-26 in the school, and all his time out of it.

30.—Never absent.

31.—No, not necessary.32.—The months of August and September; Christmas, and Easter week.

33.-J. Sparkes, 134 l. 19 s. 9 d.; E. Bale, about 47 l.

34.-1. Morning, Ladies, private class, 10s. per month; 11 to 4.

2. Artizan, Evening, public. 27 s. per month; 7 to $9\frac{1}{2}$.

3. Modelling class, public, 2s. per month; 7 to $9\frac{1}{2}$.

4. Schoolmaster's class, 17 s. per month; 2 to 5.

35.—Three pupil teachers in 1863; one local scholar in 1864; two applied for; not yet

37.—Impossible to form rules for grown upmen.

38.—Male, 332; female, 80.

39.-No exact record; about seven months.

40 .- Male Students :-

One-third attended 10 months. One-third 6 months; remaining third, less.

41.—Female Students.—No record kept.

42.—2,960.

43.—143.

44.—None.

45.—No separate form. 46.—No printed rules.

47.—About 10,000 in all the stages.

48.—A sketching class not provided for by the stages; consequently, out of "the school course."

49.—Laxton's Building Construction; because the Department's issue is old-fashioned, and badly drawn. A set of diagrams for anatomy and design, drawn by the master; because none are issued by the Department.

50 .- A life class for the nude. No plants, and

no access to gardens.

51, 52.—No.

53.—Only the national scholarship.

54, 55.—None.

56.—About four students yearly, and two more to the library.

57.- Yearly; about the month of March, in 1863, 400 persons came.

58.—£. 3. 3 s. yearly; two students.

59.—Drawing foliage from nature; model of a flower pot; drawing from antique.

60.—Prizes, 250; passes, 456. 61.—Prizes, 223; passes, 227.

62.—121.

63.—20.

64.—Three.

ST. MARTIN'S-IN-THE-FIELDS SCHOOL OF ART.

1.—St. Martin's-in-the-Fields School of Art.

2.—The ground and first floor are used for national schools.

3.—One long room and lavatory.

4. -150.

5.-We should be glad of another room for

6.—There is no prospect of additional space. 7.—A grant of 521 l. was made to start the

school. 8.-No rent.

9 .- The trustees.

10. 11, 12.—No.

13.—A museum is not required so near to the British Museum.

14.—We have a case containing objects of art for study, but not a museum.

15.—The collection has been formed by objects received from the Department on account of medallions and medals.

16.—The objects have not been presented by, but gained from the Department by medals.

17.-No.

18.—Only as before stated.

19.—No.

20.—No, because not required.

21.--Certain copies and examples from time 22.—No.

23, 24.—None.

25.—W. L. Casey, 1st, 2d, and 3d certificates; H. Stopford, 1st, 5th, and 6th certificates.

27.—Cannot ascertain.

28.—One student visited the Manchester

29.—The master is employed in the central school 12½ hours each week.

30.—Only occasionally.

31.—No.

32.—One week at Christmas, one week at Whitsuntide, and the months of August and

33.—The masters received from this school 69 l. 13 s. during 1863, but what other sums I do not know or feel able to inquire.

34.—Only artizan class from 7 to 9.20, at the usual fees.

35.—One pupil teacher.

36.—£. 139. 6s.

37.—None.

38.—237.

39. -No attendance-register has been kept till lately.

40, 41.—Unable to do so.

42.-973.

43.-37.

44, 46.—None.

47.—This is impossible.

48, 49, 50.-None

48, 49, 50.—None. 51.-No need for this. 52.-None. 53. There are some free scholarships granted the Department.

54.—William Trego for 1864.

55.—Messrs. Glenny and Tussell.

56.-No.

57.—An exhibition of the students' works

was held in March 1863, attended by 250 per- App. No. 16.

58.—None.

60, 61.—No record kept.

62.—158.

63. - No account kept.

64. - Nine.

R. G. Maul, Hon. Sec.

ST. THOMAS', CHARTERHOUSE, SCHOOL OF ART.

1.-St. Thomas', Charterhouse, School of Art. 2.—Used as a day school.

3.—Three.

4.-150.

5, 7.—Yes.

Freehold; enrolled in Chancery.

9.—Incumbent and churchwardens for the time

11.-£. 15; total annual subscription, 100 l., or the day schools only.

13.—Yes.

14.—Yes; in state of formation during the

15.—No.

16.-A few by the Department.

17.—No. 18.—Yes.

21.—Shield, cup, models, books, &c.

23.—There is none.

24.—None.

25.—Mr. Clark, 1, 2, 3, 4, 5.

26.—Three years.

27.—£. 50 per annum.

29.—14 hours.

30.—About a week in sickness.

32.—One week at Christmas, Whitsun-week, August and September.

33.—About 150 l.

35.—Nil.

36.—About 1121.; half evening fees to Mr. Clark, four-fifths of morning class.

38.—Total, 105.

39.—Three times per week.

40, 41.—Students:—

January - 73 June 1- 58
July - 38
October - 66 February - 69 March - 78 | October - 66 April - 58 | November - 71 May - 71 | December - 66

42. - 761.

43.—61.

44.—Two. Merit.

47.—No account kept.

48.-None.

49.—Yes; a few landscapes for pencil.

50.—None.

51.-No.

52.—Yes.

53.—No. Yes.

55.—Nil.

56.—One.

57, 58, 59.—Nil. 60, 61, 62, 63.—No account kept.

64.—Four.

HAMPSTEAD SCHOOL OF ART.

1.—Hampstead School of Art.

2.—In a building erected for the dispensary and other parochial uses.

3.—One.

4.—Perhaps 100.

5.—Yes, very much so.

7.—No grant.

8.—£. 13. 10 s. for mechanics' class in the exeming; 7 l. 17 s. 6 d. for young ladies' class in he morning, which includes fire, lighting and

9.—To the trustees of the dispensary,

10.—None.

11.-No; except that the trustees have somemes remitted part of the rent.

12.—No.

13.—It has not been thought of.

14.-No.

15, 16.—None.

17, 18, 19.—No.

0.53.

in required examples, the Department has furnished us with all the copies necessary, such as Dyce's and other outlines, shaded examples, coloured flowers and landscapes in chromo-lithography; casts of leaves from nature, and also some from the Madeleine at Paris, and from the Ghiberto Gates; some fruit casts, and two sets of solid models.

22.—No library.

· 24.—None.

25.-Miss Doidge; two certificates. Mr. Wil-

liam Glenny.

26.—Miss Doidge, four years; partially employed at Gore House and elsewhere.

27.—Miss Doidge has received 10 l. per annum on each certificate from their respective dates; and, before that, 1 l. a week while engaged three days a week, as before stated.

28.—Never.

3 L 4

29.-Mistress,

App. No. 16.

29.—Mistress, four hours; master, six hours.

30.—Miss Doidge, about eight days.
32.—Easter or Whitsuntide, and Christmas weeks, and the months of August and September.

33.—A class for ladies, two mornings in the week; 6 s. per week.

34.—A class for mechanics, three evenings a week; 2 s. per month.

35.-None.

36.—£. 36. 4 s. from the ladies' class; 10 l. 10 s. from the mechanics'

37, 42, 44, 45, 49.—None.

50.-No special facilities are afforded; but the students are encouraged to draw from natural forms.

51.—The rotation and departmental number and stamps are on them; and an inventory has once been sent to the Department authorities.

53.- No. It might be desirable, Miss Doider thinks.

54, 55.—None.

56.—None have applied for permission to study to the teacher's knowledge.

57.—One took place in 1859, but no record the numbers attending it was kept.

58, 60.—None.

61.—About 10 in mistress's class.

62.—13 or 14 in mistress's class. 63.—About 12 in mistress's class.

64.—One in mistress's class.

In consequence of the absence of the master for the Whitsun holidays, some of the question cannot be answered.

Henry Sharpe, in the absence of Mr. Andrew Basilico, Honorary Secretary

MARYLEBONE AND WEST LONDON SCHOOL OF ART.

1.—Marylebone and West London School of Art.

2.—House devoted to school purposes with an additional erection built for the school.

3.—Eight rooms.

4.—160.

5.—Yes.

6.-Six.

7.—The additional erection, though solely for the school's use, was without any aid from the Government. Such aid was not applied for, the committee choosing to be free of the restrictions that would accompany it.

8.—£. 150.

9.—To our treasurer, P. Graham, Esq.

10.-None.

13.—A little space should certainly be given up to so desirable a purpose, if required.

14.-- There is none. Such an addition is highly desirable.

15.—The committee, impressed with the high importance of such a collection, have inaugurated a system of loan to the school, of choice specimens of art workmanship.

16.—No presents or donations from any source. Only the loans above referred to. The Department have given books to the value of 20 l. upon

two national medallions.

17.-None. There is not the means of paying the school's rent and current expenses of working; and but for loans from the committee and master, and the fact that the treasurer is the landlord, the school must have been closed before the present time.

18.—Only the books above mentioned.

19.-No.

20. - Collections for a single night's exhibition,

twice; and painted examples, once.

21.—Owen Jones's "Grammar of Ornament," and Robinson's "Treasury of Ornament," with some plates of the Arundel Society's publication. Prizes to students might be added.

22.-No.

23.—One volume received from the Department during 1863; but six volumes given by members of the committee.

24.-None.

25.—Charles Macdonald Clarke, head master, two certificates. No other master appointed.

26.—Betweeen three and four years; but during greater part of time employed on decorations for Houses of Parliament.

27.—Somewhere about 200 l.

28.-Visited Paris in 1855 and in 1863, a Department's expense.

29.—12 hours per week. 30.—Not a single day.

31.—Not during 1863, but has been, lately, 32.—Two months in autumn, one week at

Christmas, and one week at Easter. 33.—Head master, 38 l. in 1863.

34.—One. General male and female evening class (public); 7 to 9.30 o'clock, five nights a week fees, 2 s. per month, three nights a week, and 3s for five nights a week.

35.—One.

36.—£. 147. Absorbed by current expenses,

37.—No set rules.

38.-430.

39.—A little over three months.

40, 41.—Male and Female Students:

					10 2 00 00 0 11 00		
20	attended	10	months.	25	attended	5	months
8	99	9	.59	24	. 99	4	99
8	22 '	8	27	90	2.9	3	99
24	29	7	99	85	2.2	3	3)
13	29	6	99	133	99	1	99

42, 43.—None.

44.—Two pupils. Free students had their fees paid by the Department. Two others, coming from provincial schools with good ability, were exempted from payment.

46.—None framed.

47.—Cannot state with any approach to ac-

48.—Generally, we have to study the practical wants of the students much more than would be possible if all were confined to the course laid down, and adapt the studies in most stages to their individual wants. The artizan students are generally prejudiced against the Government course,

and, if possible, avoid the prescribed exercises.
49.—If we could afford it, this would be the

case, but we cannot.

50.-- None.

51.—Not as yet.

52.—Partially. 53.—No. It is desirable. 54, 55.—None.

56. The master frequently, but only a few of

57, 58, 59.--None.

60.--None. No parochial teaching done.

61.—16 2d grade.

62.—10 medals.

63.—Two honourable mentions.

64.—Two medallions.

App. No. 16.

CHRIST CHURCH DISTRICT SCHOOL OF ART (ST. GEORGE'S, EAST.)

1.-Christ Church District School of Art (St. George's, East.)

2.-It is a girl's national school during the The Middlesex Society, in Cannon-streetroad, E.

3.—One.

4.—About 80.

5.—Yes; the gas having been specially so

arranged.

7.—The grant was from the Education Department for a national school. The Art School has been transferred there about two years, with the sanction of the committee.

8.—Nil.

9.—They are vested in the trustees.

10, 11, 12. - Nil. sand To lane a

13.—No space; but very desirable that an East-end Museum should be formed, a want very much needed at this end of London.

14.—Nil.

15.—No steps have been made to form a collection; but vigorous efforts were made about three years ago to establish one, but failed from mability to raise sufficient funds to erect a suitable building.

16, 17, 18, 19, 20.—Nil.

21. Casts, busts, and copies of various 22, 23, 24.—Nil.

25.—The school is taught by a student in training, and not by a permanent master.

26.—Nil.

27 -I believe the present teacher receives 25 s. weekly from the Department.

28.—Nil.

29.—Six; from seven to nine on the evenings of Mondays, Wednesdays, and Fridays.

30, 31.—Nil.

32.-Two months; August and September, and one week at Witsuntide, and one at Christmas.

33.-Nil.

34.—There are only general classes, which meet at seven and close at nine. Fees, 10s. per session of five months, or 2 s. monthly.

35.—Nil. 36.—£.27. 12 s. One-half is paid to secretary; one-fourth to department, and the remaining onefourth goes towards the expenses, and the deficiency is made up from the funds of the schools generally. 37.—Nil.

38.—Male, 31; female, 17.

39, 40, 41.—Nil.

42.—They are taught by students direct from the Department. 43, 44, 45, 46.—Nil.

45, 45, 45, 46.—Ith.
47.—The students are mostly of the artizan class, who only remain just long enough to gain a very elementary knowledge to be usefully applied in their trade.

48, 49, 50, 51,52, 53, 54, 55, 56, 57, 58, 59, 60.

Nil.

61.—About 10.

63, 64.—Nil.

SOUTH KENSINGTON DISTRICT SCHOOL OF ART.

1.-South Kensington District School.

2.—Held in National Art Training School.

5.—Complete.

7. National Art Training School, built wholly at the cost of the State mides in

9.—The Science and Art Department.

10, 11, 12.—No. 14.—Yes; the South Kensington Museum,

15, 16, 17, 18, 19.—Inapplicable. 20.—Yes. 21.—Inapplicable. 22.—Yes.

0.53.

23.—Inapplicable. 24.—Inapplicable, the students visit the library.

25.—R. Burchett, R. W. Herman, W. Denby, R. Collinson, 1; C. P. Slocombe, C. M. Clarke, 2; C. Swinstead, 2, master for parochial teaching; M. Hagreen, 2; F. M. Miller, Mrs. S. C. Casabianca, 2; Miss Channon, 2.

26.—Collinson, two weeks; Clarke, four years and eight months; Hagreen, one year and 11

and eight months; Hagreen, one year and 11 months; Swinstead, one year and three weeks; Mrs. Casabianca, one year and eight months; Miss Channon, one year and three months.

27.—Collinson, 2 l.; Clarke, 255 l. 10 s.; Hagreen, 127 l. 10 s.; Swinstead, 58 l. 10 s.; Mrs. Casabianca, 127 l. 10 s.; Miss Channon, 69 l. 10 s. 28.—Mr. Burchett to Paris in 1849, 1853, and

1863.

29.-10 teachers give 208 hours' instruction

weekly.
30.—Head master, 13 times from indisposition:
11 other causes; R. W. Herman, 2; R. Collinson, 29 times, 24 being from severe illness; W. Denby,

App. No. 16. 3; F. M. Miller, 1; W. Binns, 7; H. B. Hagreen, 15, twice from illness; C. M. Clarke, 2, from illness.

Note.-These times do not represent days, two attendances being often given in one day.

32.—One week at Easter; the months of August and September, and one week at Christmas.

34.—No private classes.

35.—Inapplicable.

37.-None, the fees paid being considered suffi-

38.—731.

39.-Males, 127 attendances; school open 202

days; females, 91.

40, 41.—The students attend by Sessions of five months: end of 19th Session, January and February 1863; males, 246; females, 146: 20th Session, 1 March to 31 July; males, 208; females, 171: beginning of 21st Session, 1 October to 31 December; males, 252; females, 208.

42.-7,930. 43.--669.

44.—Students obtain free admission under rules; persons employed in the Department are also admitted free; number of free students in the year ending 31st December 1863, including students in training, 127.

47.-Materials for a full return do not exist, as a very large number of drawings made in the most elementary stages are not retained; the following numbers represent only the selected works sent in by the teachers of the different classes; elementary, 2,308; geometry and perspective, 900; architectural and mechanical, 425; designs, 532; antique drawings and paintings, 337. life studies, 387; models, 55.

48.—The school course is adapted to the abilities and requirements of every student entering.

49.—The examples used are more numerous than those in the printed list, but they are all authorised by the Department.

50.—During the summer session some students paint from the trees in the grounds of the Department.

51, 52.—Yes.

53.—Yes, national scholarships.

54.—Inapplicable.

56.—Yes.

57.—Inapplicable.

58.—None.

60.-480.

61.-481.

62.-302.

63.-Not recorded.

64.—63.

SPITALFIELDS SCHOOL OF ART.

1.—Spitalfields School of Art.

2.—Yes.

3.—Three.

4.—About 120.

5, 6.-Bad ventilation.

8.—£. 40; rates and taxes, 30 l.

10.—None.

11.-No.

13.—No; but it is desirable there should be.

14.-No; it is desirable that there should be one.

15, 16.—None.

17, 18, 19, 20.—No.

22.—There is a small library, but the books are out of order, and cannot be issued; we have no funds to spare to put the books in order.

24.-None.

25.—S. F. Mills, 1, 2, 6 a. and 6 a.; William

Boone, 1, 2, 4, and 6. 26.—S. F. Mills, five-and-a-half years; William

Boone, four years. 27.—S. F. Mills about 400 l.; William Boone, 180 7.

28.-Never.

29.—Eight hours in the school, and a considerable time out of it.

30 .- None.

31.-Yes.

32.—Easter week. The months of August and September, and Christmas week.

34.—Elementary class, 7, 9.30, 2 s. per month.

Mechanical ,, ,, ,, ,, 23 27 27 General 99 Ladies

35.-None.

37.-I doubt whether it be possible to frame any rules that will ensure punctual attendance.

42, 43.-- There are no parochial or other outside schools attached to the Spitalfields School of Art.

44.-No.

45.—We have no other form than the usual Department form.

47.—Total number of works executed not ascertainable.

48, 49.—None.

50 .- No facilities for drawing plants out of school.

51, 52.—No.

53.—None; but it is desirable there should be

56.—The Kensington Museum is too distant by far to be of any service to the students.

57.—There is an annual exhibition of the students' works in the autumn.

58.—We have a prize fund of 440 l., but owing to the small amount of Government aid given to the school, our funds are so embarrassed that we have to apply the interest to the payment of current expenses.

59.—Foliage from nature; drawing from antique; shaded ornament from cast.

60, 61, 62, 63, 64. — Insufficient data for reply.

NEWCASTLE-UNDER-LYME SCHOOL OF ART.

1.-Newcastle-under-Lyme School of Art. 2.-No; it is held in rooms lent by the

Literary and Scientific Institution.

3.—Two. 4.-64.

5.—Unsatisfactory.

6.—We applied to the Department and were referred to our Members of Parliament. The Members of Parliament applied; we got no aid: we then got up a bazaar by which we realised (after paying expenses) 340 L. With that sum With that sum, as soon as we can arrange with the Literary and Scientific Institution, we intend to improve our present rooms and add another.

7.—Has not been aided by a grant.

8.-We pay no rent.

9.—To the Literary and Scientific Institution. We are arranging with them to become joint proprietors, by amalgamating both Institutions; that is the arrangement referred to at No. 6.

10.-A mortgage of 500 l. and a debt of 270 l. 11.—We have our premises from the Literary

and Scientific Institution.

12.-No.

13.-Yes; we shall require more money than

we have at present to add a museum.

14.—No; it is most desirable, as we have no objects to show the students except the usual examples.

15, 16.—No.

17.-No; we have never yet been able to afford it.

18, 19.—No.

20.—No; the Committee did not wish to incur

the responsibility.

21.—The Department has presented a few examples (the ordinary ones used in the school) as specimens.

22.-We have a few books which were received on account of medals and medallions. It can scarcely be called a library.

23.—We have received none except those referred to in the last answer (22).

24.—Hill's Etchings of Animals, in 8 vols. 25.-J. P. Bacon, the 1st and 6th.

26.-Two years.

27.-£. 104. The master taught two schools, for which the Department were paid 30 l. He resigned an appointment worth 120 1. a year, as a teacher of drawing, to enter the training class.

28.—The master visited London in June 1857, 1858, 1859, 1861, February 1862 and July 1862. Two students visited Manchester in October 1857.

29.—14 hours in the Central School. master devotes more time than that specified to the schools.

30.—The master has not been absent except during vacations.

31.-No.

32.—The months of July and August, one week at Christmas, three days at Easter, three days at Whitsuntide.

33.-£. 140.

34.—The private class meets at two o'clock and disperses at four o'clock on Mondays and Thursdays. The public class meets every evening except Saturday at seven o'clock, and disperses at nine o'clock. Private fees, 30 s. per session of five months, or 8 s. per month. Public, males, 1 s. 9 d. per month; females, 1 s. 6 d. per

35.—One pupil-teacher.

36.—£. 31. 9's. 3 d. The total was paid to the master.

37.—There are three prizes offered for good attendance and progress to the junior students.

39.—Average attendance per student 5 months. The school is only open 10 months.

40.-Male Students:-

15 attended 10 months. 1 attended 5 months. 9 9 99

39 8 10 99 33 99 1 8 99 33 2 22 99 3 6

average monthly attendance 30 2 students for all classes.

41.—Female Students: -2 attended 8 months, 2 attended 4 months, 2 attended 2 months.

42.—414.

43.-77.

44.—We had five prize students, for whom the Department paid fees.

45.—We have no printed form.

46.—Rules:

1st. Each student, on admission, to give his name, age, and address to the master or secretary.

2d. No student will be allowed to compete for prizes or awards if his attendance has been reported by the master as irregular, nor until such student has been registered on the books for six months previous to the prizes being awarded.

3d. All students to adopt the course and system of studies which the master shall prescribe. This rule is rendered the more imperative from the fact, that otherwise students will be ineligible for the masterships or scholarships given by Government, as well as other rewards contemplated by the Board of Trade, and the Local Committee.

4th. No student will be allowed to leave the

class-room without permission.
5th. Pupils for the first six months to be considered on trial, in order that those students who do not make satisfactory progress be not permitted to remain beyond that period.

6th. Every student to provide such drawing board and other materials as are required to be

used in the school.

3 M 2

7th. Each student before leaving the school, will be required to remove the copy and drawingboard to the place assigned to them. No student to handle or misplace any of the casts, or other examples; and any student who, in any way, injures the property of the school, to be held responsible and to pay for the damage.

8th. The students are required to conduct themselves with order, quietness, and regularity, and to sit down immediately in their proper places on coming into the school. No talking to be permitted nor unnecessary moving about.

9th. Any student guilty of improper conduct shall be liable to be suspended by the master, and to be dismissed from the school if the Committee so determine.

10th. There will be periodical examinations of the productions of the students by the managing Committee; no work executed in the school can, therefore, be removed until after such examinaApp. No. 16. tion. All drawings when finished and approved of must be delivered to the master, who will be responsible for their safety, and return them to

the owners after the examination.

47.—37 in stages 2, 3, 4, 5, 6, 8 a, 8 b 1, 8 b 2, 10a, 10b, 12a, 13b, 14a, 16a, 22b; these works were in competition for medals. There were besides more than 200 others in stages 2 b, 3 a, 3b, 4b, 5b, 10a, 12a.

48.—We have used examples not specified for the sake of giving more variety to the instruction.

49.—We use none but the authorised examples. 50.—We encourage drawing from plants in the schools. The advanced students draw and sketch from plants, and the Committee give two prizes every year for drawings from plants. usually take the full number of medals for drawings from plants (stage 10).

51, 52.—Yes.

53.—No; it would be desirable.

54.—None.

55.—John Anderson.

56.--None.

57.—The students' works were exhibited in April. About 500 persons visited the exhibition. 58.—About 31. Five students got prizes.

59.—Drawings of plants from nature, progress.

and good attendance.

60.—168.

61.-45.

62.--62.

63.—Three. The students do not like "honourable mentions," therefore we decline them. The students have torn them off their drawings.

64.-Seven. We have had eight awards, that is, when two medallions are awarded to one student in a year he only receives one, and the school is only paid for one.

J. P. Bacon, for James Winstanley, Hon. Sec.

20 May 1864.

NEWCASTLE-ON-TYNE SCHOOL OF ART.

1.—Newcastle-on-Tyne School of Art.

2.-No. Museum of Natural History Society.

3.—Three.

4.-150.

5.—Not altogether.6.—Plans have been proposed but not as yet acted upon.

7.—None.

8.—£. 34. 12 s.

9.—Natural History Society.

10.-Yes.

11.—Corporation of Newcastle. £. 10.

12, 13.—No.

14.—The desks have been fitted that they contain objects of art for study (sufficient for the present wants of the school), which have been accumulating from the establishment of the school, and to which have been annually added electrotypes, &c., contributed by the Department.

16.—Yes, by private persons.

17.-No. 18.—Yes.

19.—Yes; 12th May 1856, at a loss. 20.-No; no available space in school.

21.-None, excepting the photographs, books, and electrotypes, taken by the school medals.

23.—The Committee of the school have provided a collection of books of reference nearly as large as that contributed by the Department.

24.—Not any.

25.—Mr. W. B. Scott, not certificated (resigned 30th September); Mr. W. C. Way, four certificates, 12, 6a, 6b; Mr. Wm. Harrison, appointed by the Committee entirely for mechanical

drawing. 26.—Mr. W. C. Way, four years and two

months.

28.—Mr. W. B. Scott annually visited London, and in 1855 visited Paris; Mr. W. C. Way, in June 1863, when expenses were paid according to regulations.

29.—22½; once a week 26½.

30.-Mr. W. C. Way, none.

31.-No.

32.—Six weeks at Midsummer, two weeks at Christmas, Monday and Tuesday in Easter week, Monday and Tuesday in Whitsun week.

33.—Mr. W. B. Scott,—; Mr. W. C. Way,
184 l. 16 s.; Mr. Harrison 25 l.

34.—Morning class, for ladies—Monday, Wednesday, Friday, from twelve to two o'clock, 7 s. per month. Evening class for artisans—Monday to Friday from seven to nine o'clock, 2 s. 6 d. per month. Afternoon class—Monday and Wednesday, five to half-past six, 5 s. per quarter. Pupil teachers' class, same time as last, 1 s. per month.

35.—Two.

36.—£.168. 1 s. 8 ½ d.; assistant master's share being 93 l. 14 s. 8 d., the remainder going to school funds.

37.—The students attend pretty regularly

without special rules.

38.—395.

 $39.-3\frac{1}{2}$ months.

42.—1,612.

43.—52.

44.-None. 45.—The old prospectus does not conform to the present arrangements of classes, &c.

46.—No printed rules.

47.—100. In stages 2, 3, 5, 6, 8, 4, 9, 13, 14, 17, 16, 22, 23.

48.—No systematic deviations; sometimes slight

changes are made in practice. 49.—Additional figure outlines, anatomy, &c., adopted by Mr. Scott. A few landscapes in chalk, &c.

50.—Plants and flowers have been purchased

for the use of the students. 51.—Those on pedestals have the names painted, some others are labelled. 52.—Yes.

53.—There are none; certainly desirable.

55.—J. Finnie, J. Whaite.

57.—At Christmas; about 400 visitors. 58.—£.9. 15 s.; obtained by 11 students.

59.—Outline drawing from copy, from cast, from nature (foliage); shaded drawing from cast (ornament); shaded drawing from antique figure;

painting from nature (landscape); painting from still life; architecture, design for a villa, Italian, to cost 2,000 l.; mechanical drawing, a steam engine from specification; design, subject, picture frame.

60.—Return from 1855; 213.

61.—126 from 1856.

62.—153 from 1852. 63.—Not recorded.

64.—11 from 1857.

App. No. 16.

NORWICH GOVERNMENT SCHOOL OF ART.

1.-Norwich Government School of Art.

2.—The school is not in a separate building; the lower portion is occupied by the free library.
3.—Five rooms.

4.—From 100 to 120.

5.—Quite so.

7.—The building has not been aided by a Parliamentary grant.

8.—No rent is paid.

9.—To the body corporate of Norwich.

10.—There is a mortgage of 6,400 l.; also outlying liabilities to the amount of 1,000 %.

11.—The corporation of the city, in granting us the use of their premises rent free, necessarily give us a sum equivalent to the rent, which otherwise would be nearly 100 l. per annum.

12.—There is no local rate for the school, nor

any possibility of having one.

13.-No; every room is occupied, and to take one of them away for any purpose, permanently,

would put us to serious inconvenience.

14.—There is no museum attached to the school; it is not desirable there should be one. The Norwich Museum is situated in the adjoining building, and sufficiently near for all practical purposes that the school might require.

15.—Not any.

16.-Not to my knowledge.

17.—No. Previous to 1858 the school was considerably in debt, and from that time to the present, by dint of the greatest economy, we have only been able to pay the necessary expenses.

18.—Yes; a few from the proceeds of three national medallions.

19.—Yes; in the latter end of 1855. That exhibition resulted in a loss to the school; I cannot give the amount, as the late master states

that he has destroyed the papers.

20.—No. We decline to incur the responsibi-lity required of us by the Department, as we ave no means of keeping an effective supervision over valuable specimens during the absence of the master from the school; besides, we think our local museum offers facilities for exhibiting portions of the national collection to the public with greater security than the School of Art can afford to do.

21.-Mr. Cochrane states, that not any have een presented during his time; that is, from the eginning of 1860 to the end of last year, the late specified by the return; we cannot say what

may have been presented before.

22.—There is.

23.—There are nearly 200 volumes in the brary, exclusive of reports, pamphlets, periodicals, &c.; by far the greater portion have been presented by the Board of Trade; we cannot what number of volumes have been sent by

the Department, or what number have been presented by the school committee.

24.—No books have been borrowed.

25.—Robert Cochrane. Three certificates; 1, 2, and 6.

26.—About three months in the training class, in the latter end of 1859, the time between his leaving Dudley and coming here.

27.—16 l. or 18 l.

28.-Mr. Cochrane made four annual journeys to London when he was master of the Dudley school, viz., in 1854, 1855, 1856, and 1857, at the expense of the Department; and, as nearly as he can remember, 3 l. was paid by the Department towards his journey to the Exhibition in

29.—36 hours weekly.

30.—Not any.

31.-No.

32.—One week at Easter, one month at Midsummer (July), and a fortnight at Christmas.

33.—180 l.

34.—Eight classes, viz.:—Private and public ladies' class; private and public gentlemen's class; male and female artizans' class; schoolboys' class; pupil teachers' class.

Ladies' private class meet Monday, Wednesday, and Friday, from 10.30 a.m. till 1.30 p.m.

Fee 1 l. 1 s. per quarter, or 1 l. 10 s. per session. Ladies' public class meet same days and hours. Fee 10s. 6d. per quarter, or 15s. per session.

Private class, gentlemen, meet Tuesday, Wednesday, and Friday, from 2 p.m. till 4 p.m. Fee 11.1s. per quarter, or 11.10s. per session.

Public class, gentlemen, meet Tuesday, Wednesday, and Friday, from 6.30 p.m. till 8.30 p.m. Fee 10 s. 6 d. per quarter, or 15 s. per

Male and female artizan classes meet every evening in the week, excepting Saturday. Fee

2 s. per month, or 7 s. 6 d. per session. School-boys' class meet Monday, Wednesday, and Friday, from 7 p.m. till 8.30 p.m. Fee 1 s. per month.

Pupil-teachers' class meet every Saturday morning, from 12 till 2 p.m. Fee 2 s. 6 d. per

The male artizan class is divided into two divisions, viz., elementary and advanced; including mechanical class, designing class, geometry and perspective classes, and class for model drawing.

35.—There were two pupil-teachers up to the end of the year. We have not had any local

36.—£.116.12s. 6d. No distribution of the fees took place.

37.—See reply to Question 46.

38.-179, exclusive of the pupil-teachers'

39. Male students, 124; female students, 55. 3 m 3 40.—Male App. No. 16

40.—Male students:

18:	attended	10m	onths.	23	attended	$5\mathrm{m}$	onths.
5	99	9	29	17	23	4	9.9
4	22	8	99	18	22	3	33
1	99	7	99	13	22	2	22
4	99	6	99	21	99	1	2.9

41.-Female students:

16 at	ttended	110 m	onths.	2 a	ttende	l 4 n	nonths.
1	. 99	9	22	2	22	3	33
2	99	8	22	5	99	2	99
1	99	7	99	4	99	1	99
22	29	5	99				

42.-739.

43. - 76.

44.—Not any students are exempted.

45.—We have no printed forms.

46.—Rules for students:

(1.) Each student on admission to enter his name and address in a register for that purpose.

(2.) No student to be admitted under 12 years

of age, unless by special permission.
(3.) No student will be allowed to compete for prizes or awards, if his attendence has been reported irregular, nor until such student has been registered on the books for three months.

(4.) All students to adopt the course and system

of studies the master shall prescribe.

(5.) No student will be allowed to leave the

class-room without permission.

(6.) Every student to provide such drawingboard and other materials as are required in the school.

(7.) Each student, before leaving the school, will be required to remove his copy and drawingboard to the place assigned to them. No student to handle or misplace any of the casts, or other examples; and any student who, in any way, injures the property of the school, to be held responsible, and to pay for the damage.

(8.) The students are to conduct themselves with order, quietness, and regularity, and to sit down immediately in their proper places on coming into school. No talking permitted, nor

unnecessary moving about.

(9.) Any student guilty of improper conduct shall be liable to be suspended by the head master, and to be dismissed from the school if the offence be repeated.

(10.) The productions of the students to be examined and publicly exhibited; it is therefore requisite that the works be left in the school until such examination takes place.

Applications for entrance to be made to the head master.

Later Additions.

No copies, casts, or examples, to be taken from the school. The pupils to pay their fees before the second night after their admission into the school. The gate will be closed each evening at half-past seven, and no pupil will be admitted after that hour without the special consent of the committee. All drawings executed by the students are to be left with the head master, and are in no case, whether finished or unfinished, to be removed from the school till after the annual examination. No student is allowed to leave the school until a quarter past nine, without special permission. The junior students of the evening classes are requested to leave the school in an

orderly manner, and if found making a disturbance in the lobby, or on the staircase, will be dismisse the school.

47.—The works of the students are retained in the school from the period of one examination to the other; they have not hitherto been classified in any way; the master, however, states that fully three-fourths of the number would be purely elementary drawings-that is, outlines, Ionic studies, &c.

48.-No deviation from the school course has

been made.

49.—We have a copy of Harding's selections. which was presented by the president (B. R Cabbell, esq.). The examples are used principally in the ladies' classes, as studies of foliage light and shade, &c.

50.—Not any. 51.—They are.

52.—Yes.

53.—There are no scholarships attached to the school; it is very desirable indeed there should

54.—No students have obtained scholarships in London.

55.—Alfred Morgan, George Walker, Zeph. aniah King.

56.—Not any.

57.—There has been an exhibition of the students' works, immediately after the annual in spection for the last four years; we cannot give the number of persons who visited those exhibit tions, as no returns were kept.

58-£.12. 1s. 3d.; 27.

59.—Studies from the Madeleine gates,—car thistle leaf, egg plant, portion of the Ahiber gates, masks, hands, &c., discobolus, outlines of flowers, shading in flowers. Painting in water colours,—thistle leaf, flowers from nature, Ajax elementary design, ornamental arrangements historic ornament, decorative design, and mechan ical drawing.

60. We have no returns of the annual examinations previous to 1860; the following are the

numbers since that time:

1860		-	_	-	-	51
1861	100	-	-	-	-	20
1862	-	-	_	-	-	23
1863	-	_	-	-	-	19
			Total		-	113
						_
61. In the	vear	1860	-	-	-	21
29		1861		-	-	19
39		1862	-	-	-	10
99		1863	-	-		3
"					_	
			Total			53
					/(SALP (TA	alpha de calebrate de la caleb
62.—In the	vea	r 1860) -	-	-	4
	, , , , ,	1861		_		20
"		1862		_	-	22
99		1863		_	gest	30
"		100				-
			Total			76
			1.0001		-	-
63.—Not a	ny.					

Frederick Thos. Keith, Hon. Secretary.

Norwich, 27 May 1864.

64.—Three.

NOTTINGHAM SCHOOL OF ART.

1.—Nottingham School of Art. The school has hitherto been held in temorary premises; a new school has been built at

expense of 6,000 l.

3.-Nine.

1.-500. 5.-Yes.

._£.750 promised by the Department.

8.—In the late premises; 80%.
9.—The new building is vested in trustees.

10.—None at present.

11.—The corporation contributed about 1,000 l. of the site for the new school.

12.-No.

13.—Yes; a large room is specially devoted this object.

14.—It is intended to form one.

15.—None at present.

16.—Yes; several objects by private indivi-

17, 18.—No.

19.-Yes; in 1854; loss about 20 l.

20.-No, because there was no room for them the temporary premises.

21.—None lately.

22.—Yes.

23.—About equal proportions.

24.—None.

25.—Head master, Frederick Fussell; second naster, Joseph Fussell.

29. -221 hours at the central school, exclusive fsuperintending out-door schools.

30.—None.

31.-No.

32.—Christmas, one week; Easter, one week; Whitsuntide, one week; Midsummer, eight

33.—Head master, 2421.; second master, 501., aclusive of private teaching.

- 26 14 - 8 19 - 58 16 Evening, female

Evening, male

39.—Morning, male, three; ladies, eight; evening, female, 14; evening, male, 52.

42.—2,235. 44.—No.

45.—Form used for the admission of students:— To the Committee of the Government School of Art, Nottingham.

I beg to recommend the bearer

Name Occupation Residence

Age Proposed Occupation

Whether studied previous to admission who is desirous of becoming a student at the School of Art.

With respect to moral character I believe

Name and address of the subscriber recommending Date

47.—No record kept.

48.—None.

50.—None at present.

51.—In the course of being done.

52.—Yes.

53.—Three.

54.—Robert Harris.

57, 58, 59.—None.

60, 61, 62, 63, 64.—No record.

Wm. Richards, Secretary.

PAISLEY SCHOOL OF ART.

l.—Paisley School of Art.

2.-In a building built specially for the purpose. he upper story is used for the school, and the round story or flat is let out as a bank office d writing chambers.

3.-Four.

4.-250.

5.-Yes.

7.—The school was built by subscription. 8.—Ground rent or feu duty of 10 l.

9.—To the subscribers; they are vested in the rectors of the school, in trust for the subscribers, ad for the use of the School of Art.

10.—Mortgage of 1,200 L, and the ground rent feu duty.

II.-No.

12.—None.

13.—Yes; very desirable.

14.—The only works of art possessed by the ool are those presented on account of national

16.- Vide answer to 14th query.

17.-- No. 0.53.

18.—Yes.

19.-No.

20.—A few.

21.—Occasionally a specimen plate of new examples, and a few days ago a quantity of old stock of examples which were not wanted, as the school was in possession of several copies of the same things.

22.—A small library.
23.—None added by the committee.

24.—None.

25.-Mr. William Stewart, appointed before certificates were invented.

27.—£. 250 per annum.

28.—Mr. Stewart, until last year, paid an annual visit to London; he was at Paris in 1855.

29.—21 hours. 30.—No record.

31.-No.

32.—Two months at Midsummer.

33.—£. 245. 17 s. 6 d.

34.—Day class. Ladies meet from 11 till 1 o'clock three times a week, 10 s, per quarter. App. No. 16. Evening classes from 7 till 10 o'clock, 2 s. per month.

36.—£.92. 18 s.: master received 65 l. 1 s., and the committee 27 l. 17 s. (The first nine months of the year the master was paid by salary, the other three months by the fees under the new

37.—At the establishment of the school printed rules were issued. Now the attendance is maintained solely by the influence of the master, with-

out printed rules. 38.-119.

39.—10 females, 42 males.

40.—Male students:

2 at	tend	$\operatorname{ed} 1 \operatorname{m}$	onth.	8 a	ttend	ed 6	months	d
15	23	2	33	4	99	7	29	
26	22	3	33	2	99	8	99	
12	99	4	39	4	99	9	99	
4	99	5	99	23	99	10	99	

41.—Female students:

1 at	tende	d1 n	nonth.	2 at	tend	ed 6 n	nonths.
3	99	2	99	2	33	9	99
1	99	3	99	5	99	10	22
2	99	4	99				

42.—About 600.

43. - 93.

44.—None.

45.—Out of print and use. 46.—Never were used.

47.—No record of all the works done.

48.—No deviation.

49.—None.

50.—No facilities. Students must find the materials where they can.

51.—Yes.

52.—Yes.

53.—No; it is desirable. 54, 55.—None.

56.—No.

57.—The works of the students are exhibite at the annual meeting of the school, at which the is generally a large attendance of the public, 58, 59.—A prize of 3 l. for a shawl design.

60.—About 300.

61.—122. 62.—127.

63.—Eight.

64.—15.

Wm. Hodge, Hon. Secretary, Paisley, 19 May 1864.

PENZANCE SCHOOL OF ART.

1.—The Penzance School of Art.

2.—Separate building; adjoining master's resi-

dence, Regent House, Penzance.
3.—Whole length room, first floor, and gallery at the one end.

4.-60.

5.—Yes.

7.-No.

8.—£. 15 per annum, and 7 s. 6 d. sewerage.

9.—Mr. W. H. Rodd, of Penzance.

10.—No.

11.—Members of corporation subscribe to school in individual capacity.

12.—No.

13.—A museum would be very desirable, but no space can be set apart in the present building.

14.—None so attached, but museums of mineralogy, geology, natural history, &c., at Penzance.

15.—No art collection. 16.—None.

17.-No.

18.—We have some very good books, obtained on the results of the examinations.

19.-No.

20.—Photographs, books, and water and oilcolour paintings.

21.—Some few casts on the results of the examinations.

22.—A foundation for an art library has been laid.

23.—The committee have added none; the school having been in debt since last year.

24.—None in 1863.

25.—Henry Geoffroi; one certificate.

26.—Six months, in 1853.

27.—£. 1 per week.

28.—Three times London, and once Paris.

29.—60 hours per week.

30.—About five days.

31.—None. The master lives on the pre-

32.—One week at Christmas, one at Easter, and eight at Midsummer.

33.—£. 140.

34.—Three. Morning class, 11 to 1, two day per week; general evening, 6 to 7 ½, two day per week; artisans' class, 7½ to 9, three day per week.

35.--One pupil teacher, one local scholar.

36.--£. 129 between the central school as the public schools.

37.--We have no rules.

38.—81.

39.-Morning class, average attendance each, 20; general evening, 35; artisans' class,

40.—Male students

aller .		TITLETTO D	vu.	402300 0				_
	19	attended	10	months.	5	attended	4	month
	3	,,	9	99	5	99	3	99
	2	99	8	22	9	99	2	99
	4	29	6	22	7	99	1	month
	8	22	5	99				

41	-Fema	le stu	idents:				
5	attende	ed 10 i	months.	4 a	ittended	5	months
2	,,	9	99	5	32	4	59
3	22	8	59	4	99	3	99
3	22	7	99	4	59	2	99
3	33	6	99	2	99	1	month
40	200						•

42.—793. 43.—138.

44.—None, except at half fees. The artisa being presented by a subscriber, paying halfguinea per annum.

45.—We have none; the pupil calling on the

master.

46.—We have none. Fees payable quarter or by the year.

47.—About 70 good works, running through all the different stages of instruction; but p cipally painting from nature and mechanic drawings.

49.—We are compelled to use now and th some few good copies of heads, ditto of landscap to cheer up a dull pupil

50.—The gentry of the neighbourhood

most ready to furnish the school with plants or flowers.

51.—An inventory taken.

52.—Yes.

53.-None. Any working artisan allowed to enter by being presented by a subscriber.

54.—None.

55.-Messrs. John Rowe, James Ford, Richard Penkeath, Stephen Thomas, and Miss Woodcock. 56.—None.

57.—Once a year; no register kept.

58.—None last year. The school being now App. No. 16. in a better state, as regards funds, intends offering prizes.

59.—None.

60.-377.

61.—151.

62.-75.

63.—15.

64.—One.

W. Henry Rodd, Penzance, 20 May 1864. Secretary.

PRESTON SCHOOL OF ART.

1.—Preston School of Art.

2.—Part of Institution for Diffusion of Knowledge.

3.—One large room, divided by drapery.

4.-60.

5.—Perfectly so.

7.—It has not been aided by any grant.

8.-See question No. 44.

9.—To the Trustees of the Institution for the Diffusion of Knowledge.

10.—On the whole of the building there is a debt of 500 /.

11.-None.

12.-No.

13.-No space can be set aside, but it is desirable to have a museum.

14.—There is no such museum, but it is desirable to have one.

15.—None.

16.-None, excepting the usual casts, &c., from the Department.

17, 18, 19.—No. 20.—No, not required.

21.—Casts and examples selected from the Department sets to the value of 7 l. 10 s., being the amount of grants for local medals.

22.—No.

23.-Have had no books lent.

24.—None.

25.—Herbert Gilbert, 1 and 6a, only master.

26.—Two years six months.

27.—During the two years and a half ending in 1856, 192 l.

28.—Mr. Gilbert visited London in 1857 and in 1862.

29.—18 hours; also the other time required for the superintendence of the National School, and for general business connected with the school.

30.—None.

31.—Not any.

32.—Six weeks each Midsummer, and four weeks each Christmas.

33.-£.140. 11 s. 3 d.

34.—Seven public classes: one from eleven to

twelve; one from twelve to one; one from two to three; one from three to five; one from four to six, and two from seven to nine.

36.—£. 145. 15 s. 10 d.; expenses of conducting, 36 l. 4 s. 7 d.; master's receipts, 109 l. 11 s. 3 d.

38.—139, including 16 pupil teachers.
39.—For evening classes, 36; for day classes, 49. 40.-Male students:- Schoolboys, 10; arti-

41.—Female students: — Young ladies, 17; ladies, 35.

42.-1,389.

43.—48 obtained prizes.

44.-60, on account of membership of the Institution (where the school is held), being a compensation for rent to the Institution for use of school; the difference amounts to about 20 l.

45.—Do not use a printed form. 46.—Do not have printed rules.

47. - For the year ending with the examination of June 1863, 30; distributed over the stages, 26, 36, 46, 56, 6a, Sa, 13a, 23b, 11b, 6b.

48.—Do not make any deviations.

49.—Do not use any examples, excepting those authorised by the Department.

50.-We do not have the means of offering

51, 52.—Yes.

53.—There is no scholarship, but such would be very desirable.

54.—None have done so. 55.—William Duckett.

56.—None have done so.

57.—After each awarding of medals the works of the students are open to public inspection; no account is kept of the number frequenting the exhibition.

58.—No funds are distributed.

60.—86.

61.—82 prizes and certificate cards; 30 for the year 1863.

62.—17 for the year 1863.

63.—No record kept.

64.—None.

READING SCHOOL OF ART.

1.—Reading School of Art.

2.—The classes meet in a large room attached to my house.

3.-2.

4.—From 60 to 80.

0.53.

5.—Yes, excepting that the windows, which are high, are westerly.

6.—Not any.

7.—No aid.

8.—20 l.

3 N

9.—To

9.—To Mrs. Packer, Amersham, Bucks. App. No. 16. rent them on lease.

10, 11, 12.—No.

13.—Yes; a room 16 feet by 16 feet could be used for the purpose.

14.-No; but I think it most desirable there should be one.

15.—No.

16, 17.—None.

18.—Book, &c., to the value of 21. 10s. for medals taken in 1861; a tankard, by Briot, for 7 medals taken in 1862.

19.—No.

20.—Yes; at the opening of the school in 1860, some drawings were lent by the Department.

21.—Italian sculpture of the Middle Ages, &c., by J. C. Robinson, and cast of thistle-leaf from nature.

22.-No.

24.—None.

25.—Charles Richard Havell, first certificate.

26.—6 weeks.

27.—101. on certificate.

28.—Not at all.

29.—16 hours' teaching, 2 or 3 hours' bookkeeping, and correspondence, &c.

30.—Not any.

31.-No.

32.—Morning class, 5 weeks at Christmas, 6 weeks at Midsummer; evening class, 2 months at Midsummer.

33.—200 l.

34.—The following is the arrangement of the

Per Quarter. £. s. d. Morning class for ladies, Monday and Thursday, from 10 to 1 o'clock, elementary - 15 -Morning class for ladies, Monday and Thursday, from 10 to 1 o'clock, advanced -1 Morning class for ladies, Monday and Thursday, from 10 to 1 o'clock, for water colour or oils -2 Pupils advancing from elementary class to water colour or for oils 1 11 6 Morning class for gentlemen, terms, &c., as above. General evening class, Tuesday and Thursday, from 7 to 9 o'clock - 10 6 Artisans' class, Monday, Wednesday,

and Friday evenings, from 7 to 9

Pupil teachers are admitted to the above classes at half the fee.

All fees to be paid in advance.

35.—One local scholar.

36.-57 l. 15 s., paid to the master; this only to the half-year from August 1863, as the school ceased to be a Government school in April 1862, in consequence of not teaching in 5 poor schools.

37.—None.

38.—26 females, 40 males.

39.—No account.

42.-634.

43.—None.

44.-No.

45.—Reading School of Art. — Member's ticket :---

Class.

M

186 Received 186 , to From 186

46.—The rules for the conduct of the school

1st. At the termination of each lesson the pupils are required to replace their models and copies in the places assigned for them, and proceed quietly from the room.

2d. Students who in any way injure the property of the school, to be held responsible,

and to pay for the damage.

3d. The pupils are not allowed to walk about

the room during the lesson.

4th. It may be sufficient merely to suggest that silence is absolutely requisite in a place dedicated to the purpose of study.

48.—None.
49.—Yes, because the Department does not

supply sufficient variety.

51, 52.—The casts are not labelled, but a list has been made of those casts, books, prints, &c., belonging to the school, and numbered according to the departmental rotation.

53.—No, but most desirable.

54, 55, 56.—Not any

57.—Every year after the examination; no account has been taken of the numbers.

58.—Not any.

60. - 52.

61.-23.

63.--8.

64.—None.

Chas. R. Havell, Master.

SHEFFIELD SCHOOL OF ART.

1.-Sheffield School of Art.

o'clock, 2 s. per month, or

2.—Yes.

3.-14.

4.—At one time, 450.

5, 6.—Yes.

7.—The building of the school has not been aided by a Parliamentary grant.

8.—No rent.

".- The premises are vested in trustees for the purposes of a School of Art.

10.—Yes, an equitable mortgage for 1,560 l. 11, 12.—No.

13.—Yes; and it is desirable.

14.—There is a nucleus of a museum formed by presents from the Department, on account of national medallions obtained by students in the school.

15.--No.

16.—Yes, by the Department, as stated in answer to question 14.

17.—No.

18.—Yes, on account of national medallions.

19 .- No account kept.

20.—Yes.

21.-A knife

21.—A knife and fork, fictile ivory handle; a portrait by Jean Gonjou, silvered; a Byzantine book cover; a French gilt casket; a hunting horn and a nautilus shell mounted; casts from the rejevi of Donatelli in South Kensington Museum, and various examples useful in elementary instruction. No account kept previous to October 1863.

22.—Yes.

23.—No record has been kept.

24.—Two vols.

25.—Head master, Young Mitchell, till 30 Sepember 1863; no certificate. Head master, William H. Sounes, from 1 October 1863, 1, 4, 5, 6 α. 2d master, Lionel Legge, to 31 December 1863, 1, 4. 3d master, Henry Dent Lomas, till 30 September 1863; no certificates. Mr. Sounes is now the only master.

26.—Mr. Sounes three sessions and a half.

27.—Young Mitchell, annual allowance from Department, 300 l.; from school 30% of fees. Lionel Legge, from Department, 20 l. per annum; from school 15% of fees. H. D. Lomas, from Department, 80 l., and difference between that sum and his share of school fees (5%), and 100 l. a

28.—Mr. Sounes, London, in 1861 and 1862,

from the Birmingham school.

29.—In actual teaching about 26 hours.

30.-No account kept.

31.-No.

32.—At Christmas, two weeks; Easter, one week; Whitsuntide, one day; May 24th; at Mid-

summer, six weeks.

33.—As Messrs. Mitchell, Legge and Lomas have left the school, their incomes can only be given to the following extent, viz., Mr. Mitchell, allowance from the Department to 30 September, 225 l.; proportion of school fees to same date $(30^{\circ}/_{0})$, 46 l. 19 s. 9 d.; together, 271 l. 19 s. 9 d. Mr. Legge, to 31st December, allowance from Department, 201.; proportion of school fees (15%) 31 l. 11 s. $10\frac{1}{2}$ d.; together, 51 l. 11 s. $10\frac{1}{2}$ d. Mr. Lomas, from Department, to 30th September, 67 l. 16 s. $7\frac{1}{2}$ d.; proportion of fees $(5^{0}/_{0})$, 7 l. 16 s. $7\frac{1}{2}$ d.; together, 75 l.

34.—Day class for males, from 10 till 4 daily, except Saturday, 21. 10s. per session of five months; evening class for males, from 6.30 to 9, every evening except Saturday, 10 s. per session of five months; mechanical class, Monday, Wednesday, and Friday evenings, from 6.30 to 9, 15 s. per session of five months; special class for ladies on Monday and Wednesday mornings, from 11 to l, 1 l. 10 s. per session of five months; evening class for females, Tuesdays and Thursdays, from 6.30 to 8.30, 10 s. per session of five months; life class, Tuesdays and Thursdays, from 7 to 9 p.m., 1 l. per session of five months.

35.—One at 20 l. per annum, and one at 10 l.; App. No. 16. afterwards the first named resigned, and the second took his place, at 20 L per annum, for 1863.

36.—£. 210. 12 s. 6 d.; 30% to head master; 15% to second master; 50% to third master; 50%

to funds of the school.

37.—Fresh rules are being prepared by the head master. A rule has been established this year, to the effect that unless a student attends a certain number of nights in the year he is not eligible to compete for the special prizes of the

38.—Male 226, and female 63.

39, 40.—No register kept.

41.—No account kept.

42.—501.

43.—13.

44.—Yes, six. They have qualified themselves for prize studentships.

45.—School of Art, Sheffield, 1863:

Received of the sum of being the fee for the Session ending Class

Head Master.

46.—Fresh rules are being prepared.

47.—No account kept.

48.—None.

49.—None are used but those authorised by

the Department.

50.—The Committee of the Botanical Gardens allow 12 students of the school free admission to the gardens for the purpose of study; and since January 1864, have supplied the school with natural foliage every week, so that students unable to attend in the daytime, can study from nature in the school.

51, 52.—No; a catalogue by the head master

is in preparation.

53.—Yes; the Parker scholarship, value 10 l., is awarded every two years to the student that obtains the greatest number of Department medals in that time. This scholarship ceases after this year. They are of value to a school.

54, 55, 56, 57.—No record kept.

58.—£. 36. 15 s.; three students.
59.—The Norfolk prize for a dinner service; the Mayor's prize for a support for gas lamps; the Montgomery medal for a drawing of wild flowers from nature; the master cutlers' prize for a hunting knife and razor.

60, 61.—No account kept.

*62.-270.

*63.—No account kept.

*64.—27.

R. Wightman, Hon. Secretary.

21 May 1864.

SOUTHAMPTON SCHOOL OF ART.

1.—Southampton School of Art.

2.—The school is on the basement story of the Royal Victoria Rooms. The large room above it is used for assemblies, concerts, and public meetings; the adjoining room is occupied by a Manchester warehouseman (Groucock & Co.)

3.—One.

4.—Seventy (70) at one time.

5.—No.

6.-When the Hartley Institute was in course of erection, two rooms on the second floor were fitted up expressly for the use of this school, but

^{*} These returns are from 1862 to 1863 inclusive, except the year 1856, of which there is no record.

App. No. 16. it was afterwards discovered that they would be required for purposes more definitely indicated by the testator, and this school was compelled to forego its claim to space in the Institute. No other steps have been taken to provide better accommodation.

7.—It has not been so aided

8.—Rent is paid; 25 l. a year.9.—Messrs. Bovill, of Southampton.

10.-I do not know.

11, 12.-No.

13.-No; it is desirable there should be.

14.—No; it is desirable there should be one.

15.-No.

16.-None, that I know of.

17, 18.—No.

19.—No; it was applied for five or six years ago, but it has not been here yet.

20.-No; the school has not required any.

21.-None, I think, in 1863.

22.—Yes.

23.—There are no books lent by the Board of Trade or the Department; nor have any been added by the Committee. The library was got together by a lady (now deceased), and by the master.

25.—William John Baker is the only master; he has obtained the first certificate.

26.—From October 1852 to April 1854; about 18 months.

27.—£. 10 per annum.

28.—The master visited London only, in 1857, 1859, 1860, and 1862.

29.—In the school 16 hours; in national schools

three hours; total, 19 hours.

30.-Not exceeding nine days in nine years, and those absences have been from slight indisposition.

31.—No.

32.—Five weeks at Midsummer; two weeks at Christmas; one week at Easter; total, eight weeks annually.

33.—About 160 l.

34.—The school is divided into four classes. They are all public; there is no private class. The classes are as follow:

Tuesdays and Fridays, from 101 to 121, for ladies and gentlemen. Fees 8 s. per month.

Wednesdays and Saturdays, from 21/4 to 41/4, for ladies and gentlemen. Fees 4 s. a month.

Tuesdays, Thursdays, and Saturdays, from 7 to 9, for artisans. Fees 2 s. per month.
Saturdays, from 9 to 11, for pupil teachers of

national schools; 2 s. 6 d. per annum.

35.—There is only one now; there were two, whilst this school had branches at Romsey and Ringwood.

37.—There is none in use.

38.—127; 45 females, and 82 males.

42. - 750.

43.—42 in the first grade; 23 in the second grade; total, 65. But the largest school (in number 450) were not examined in the first grade; the master of that school alleging dissatisfaction with the prizes awarded on former occasions, and objecting to the school being called a "poor" school.

44.—Five students do not pay fees; they are exempted as "prize students," the Department paying 1 l. per annum for each of them, according to the Department printed regulations.

Pupil teachers of national schools also pay but half the usual fees, and in some cases less.

45.—There is none in use.

46.—Rules and regulations for students:

1st. Each student, on admission, to enter his name and address in a register for that purpose

and to pay the fee.

2d. No student will be allowed to compete for medals, prize studentships, or local prizes, if his attendance has been reported by the master as irregular, nor until such student has been regis tered on the books for six months.

3d. All students to adopt the course and system of studies which the master shall prescribe.

4th. Any student who leaves the class without the master's sanction may not return for the remainder of the lesson. Punctual attendance at the hours appointed is indispensable.

5th. Every student to provide such drawing. board and other materials as are required in the

6th. Each student, before leaving the school will be required to remove his example and drawing-board to the places assigned to them No student to handle or misplace any of the cast or other examples; and any student who in any way injures the property of the school to be held responsible, and to pay for the damage.

7th. The students are to conduct themselves with order, quietness, and regularity, and to si down in their proper places on coming into the school. No talking permitted, nor unnecessary

moving about.

8th. Any student guilty of improper conduct shall be liable to be suspended by the master and to be dismissed from the school if the offence be repeated.

9th. The productions of the students examined yearly, and publicly exhibited. It is, therefore requisite that the works be left in the school

until such examination takes place.

47.—There were 36 works executed in competition for medals. No record has been kep of other works executed. The numbers and stage are as follows:-

Stage.			No.	Stage.			No.
2a	-	-	1	12a	-	-	3
36	-	-	4	13a	-	_	3
5b	-	-	1	136	-		1
6a	-	-	5	14a	-	-	3
64	-	-	3	146	-	-	2
86	-	-	5	16a	_	-	2
10a	-	-	1	22c	_	-	1
11	-	-	1				

48.—In the artisan class no deviation from the Department course is allowed; but adult students in the morning and afternoon classes are allowed more latitude, as they chiefly follow Art as an accomplishment.

49.-No others are used for artisans and pupi teachers, but it has been found necessary to add a few examples of the figures shaded in chalk and a few examples of landscape, and flower from nature, for use (sparingly), in the morning and afternoon classes; and to supplement similar examples issued by the Department.

50.—Studying from nature is encouraged, and ample facilities are locally afforded, and these studies are increasing yearly.

51, 52.—Yes.

53.—No; it is desirable.

54, 55.-None.

54, 55.—None.

56.—No.

57.—One in October (1863), at the school.

It was attended by about 600 people. 58.—£. 5. 5 s. presented by W.

Anderson Rose, Esq., M.P., in two prizes of 21.2s. and

31. 3 s., to two students.

59.—The 2 l. 2 s. prize was awarded for an enlarged copy of life study by Mulready. The

3 l. 3 s. prize was awarded for a landscape, in App. No. 16. water-colours, from nature.

60.-283.

61.-170.

62.—84.

63.—18.

64.—Three.

22 May 1864.

W. Baker, Master, School of Art, Southampton.

STIRLING SCHOOL OF ART.

1.—Art School, Stirling.

2.—High school.

3.—One.

4.-60.

5, 6.—Not much to complain of.

9.—Belongs to the Town Council of Stirling.

10, 11, 12.—No.

13.—Yes.

15.—The following letter, received from Bailie Reinkine, who takes a great interest in Art, answers Question 15. The articles referred to by the Bailie are not likely to be of great use to the Art School. A good library is much needed.

"The town of Stirling has a large space of

ground well situated for building a musuem on. The burgh schools, including the drawing academy, form one side of a square of about 300 feet long, the other three sides are not yet built on, and in the ground plan there is laid down on it a

museum, with library, &c.

"Some time since a museum was started in Stirling, and a large quantity of objects was collected, including a great many valuable articles of antiquity connected with the district, with which it abounds, as also sets of minerals, including stones, lime, iron, coal, &c. These are still carefully laid aside till required; but the great cause of the plan not being carried out was the want of a place sufficiently large to hold the objects. The institution was visited by vast miltitudes from a distance, and would soon have become self-supporting. Most of the articles of antiquity belonged to the burgh, who have still a number more past them if a place could be got to hold them. If the place was built it would be a valuable adjunct to the drawing school, as the upils could then copy the casts and paintings, and have much more room then where they are. The site could be got free of charge.

" W. Reinkine."

16, 17, 18, 19.—No.

20.—The master, according to Appendix (B.B.) 66. Directory is held responsible; this, taking to consideration the distance, expense of cariage, &c. is too great a risk.

21.—One thistle leaf. "Examples obtained at

educed per-centage."
22.—The register of patents has been placed the High School, under the charge of the art laster, but present arrangements prevent their eing used.

24.—Not one.

25.—Leonard Baker, certificate dated March

1854; Board of Trade, No. 21; "the Department's first certificate given after this

26.—From 5th December to March 1854.

27.-£. 1 a week from 5th December to March 1854.

28.—Some three or four times, at the expense of the Department; 1858 to 1862 from Stirling; at other times when in Dunfermline.

29.—About 32.

30.—Only in case of illness; no register kept.

31.—No.

32.—24th June to 2d August. 33.—Head master about 140 l.

34.—Day classes from 10 till 5 o'clock on Mondays, Wednesdays, and Fridays; Tuesdays and Thursdays, 9 till 2 o'clock. Classes meet sometimes on Saturdays. Evening artizan classes, Mondays, Wednesdays, and Fridays, half-past 7 till half-past 9 o'clock. Day class fees, 7 s. 6 d. per quarter for six hours a-week. Evening class, 2s. a month.

37.—No rules.

38.—Including high school, art, and evening

pupils, 125.

42.—650; four public schools for more than 12 months taught free; at one school the master paid, on his own responsibility, 5 l. per annum, but found the fees drawn fell far short of this sum, and discontinued. The art pupil teacher appointed October 1860. From 1860 till the art pupil teacher's allowance was withdrawn, an attempt was made to draw a fee of 6d. a year from each child, but few attended unless given

43.—In 1863, five examinations; 24 passed.

45.—No form used. 46.—No printed rules.

49.—A great many are supplied at the master's expense; landscape, figure, and flowers. In a place like Stirling, pupils require to be interested; many would not learn to draw at all, if forced to follow the Department routine.

50.—A class for sketching from nature is formed, although only of an elementary na-

ture.

51, 52.—The few that we have, Yes.

57.—The works of the pupils are exhibited every year when the magistrates examine the school; some 500 to 600 attend.

59.—First grade. Freehand. 60.—156 P., 47 Ex., 63 F.

61.—35 mark 5, 24 mark 4.

62.—16.

63.—Six.

3 N 3

STOKE SCHOOL OF ART.

1.—Stoke School of Art.

2.—It is a separate building.

3.-Four.

4.—About 100.

5.—Yes.

6.—Answered in reply to preceding question.

7.—It has not been aided by a Parliamentary grant.

9.—To the Minton Memorial Committee.

10.—Yes.

11.-No corporate body contributes towards the rent.

12.—No.

13.-No part of the present premises can well be set apart for museum purposes. A museum would certainly be most useful.

14.—No museum is attached; it is very

desirable that there should be one.

15.—No local effort has been made in this

direction.

16.-A number of objects have been presented to the school by the Department, as additional prizes in connection with the medals and medallions taken at the examinations.

17.-No.

18.—Yes.

19.-No.

20.—The school has borrowed articles in this way on several occasions.

21.—Photographs, electrotypes, books, prints,

casts, &c.

22.-Yes.

23.—Nearly all the books have been supplied by the Board of Trade and by the Department (by the latter as additional prizes on medals, &c.)

24.—None in 1863.

25.—Silas Rice; no certificate. 28.—Paris in 1855, Manchester during the period of the Art Treasures Exhibition, and London on several occasions.

29.—15 hours a week in actual teaching.

30.—The master has seldom been absent from the school; the actual number of absences cannot be given.

31.—No.

32.—There is one vacation annually from July 1st to August 31st.

33.—£.300.

34.-

Name of Class.	Entrance Fee.	Fee per Month.	Days of Meeting.	Hours of Meeting.	Number of Hours' Instruction.	Total Amount of Fees paid during the Year.
Evening Elementary	2 -	s. d. 2 -	Monday, Wednes- day, Fri-	7 p.m.	2	£. s. d.
,, Advanced -	2 -	2 -	day. Monday, Tuesday, Wednesday, Thursday,	7 p.m.	2	24 1 6
" Female -	1 6	1 6	Friday. Monday Wednes- day, Fri- day,	7 p.m.	2	1 13 9
Afternoon Artisan -	2 -	2 -	Wednesday, Friday.	2 p.m.	2	*
" Special or Private	-	10 -	Wednesday, Friday.	2 p.m.	2	7
	1	1	T	OTAL		51 17 3

The Artisan Class has the privilege of attending evening and afternoon

35.—Five pupil teachers during the past eight years; no local scholarships.

 $36.-\pounds.51.$ 17 s. 3 d. The fees are paid to the

37.—Rules for the attendance, conduct, and studies of the students:-

1st. Each student on admission, to enter his name and address in a register kept by the attendant.

2d. No student to be admitted under 12 years

3d. Students are to specify the days and hours at which they can attend the school, and will be required to attend with regularity at those times.

4th. Students who do not attend constantly and regularly, not to be allowed to compete for

5th. No student, without permission, to leave the school before the time at which he leaves for the day

6th. All students on joining the school to enter

the elementary class.

7th. Every student shall state, within the first three months of attendance, to what departmen of decorative art he intends to apply his studies.

8th. The first three months of attendance to be considered probationary, and the continuance of those students who do not make satisfactory progress, to be subject to the sanction or dis approval of the Committee.

9th. Every student to provide such materials

as are required to be used in the schools.

10th. No student to handle or misplace any o the casts or examples.

11th. Any student who in any way injure the property of the school, to be held responsible and to pay the damage.

12th. The students are required to conduc themselves with order, quietness, and regularity and to sit down immediately in their places of

coming into the school.

13th. No talking to be permitted, nor unneces

sary moving about.

14th. All cases of misconduct on the part the students to be reported by the master, who responsible to the Committee for the maintenance of proper discipline and attention to study in th

15th. Any infraction of the rules, or any irre gularity of conduct committed in the school, ma be punished at once by suspension of attendance the offender to be brought before the next mee ing of Committee for further proceedings as dismissal or otherwise.

Fees of admission to be paid in advance to the

attendant on the day of entrance.

39.—63 lessons the year.

40.—Advanced class, 102; elementary, 48 special, or private class, 24.

41.—Female class, 55 lessons the year.

42,-205.

43.—27.

44.—None are so exempted.

45.—None are used.

46.—See No. 37. 47.—This information cannot be obtained.

48.—None is made.

49.—None but those authorised by the Depar ment are used.

App. No. 16.

50.—Prizes are given by the Committee for he study of plants and flowers from nature juing the summer months.

51.-No. 52.—Yes.

53.—There are no scholarships attached to the chool; they would be of use.

54.— Thomas Allen.

55.—Samuel Gallimore, John Anderson.

56.—Cannot give precise information on this

57.—One exhibition annually, visited on an average by from 700 to 800 persons.

58.—£. 13 in 1863.

59.—Original design and the study of plants and flowers from nature.

60.-84.*

61.--101.*

62.-133.*

63.-12.*

64.-28.*

Silas Rice,

Master of the School, for Wm. Keary, Hon. Sec.

STOURBRIDGE SCHOOL OF ART.

1.-Stourbridge School of Art.

3.-Five.

4.—About 120 at one sitting.

5.—Yes, in respect to lighting and warming; jest ventilation is being attended to.

7.—None.

8.—Own property.

9.—Vested in trustees for the school.

10.—£. 640. 11, 12.—No.

13.—Yes.

14.—No; but is desirable. 15.-No.

16.-A gentleman has presented a few speciens of iron ore, and its manufacture.

17, 18.—No.

19.—Yes, in 1857. A loss.

21.—Various flat examples, books, models, and casts.

23.—The Department has sent as five to one.

24.—None.

25.-Mr. W. P. Bowen, holding certificates for he first and second groups.

26.—Six months.

27.—About 25 l.

28.—Neither in 1863. One visit to Exhibition of Students' Works at Gore House, London, 1857. On one occasion, in London, for one month, painting photographs for the Department. Pais, 1855, and International Exhibition, 1862.

29.—23 ½ hours at the Central School and shools in connection, exclusive of time in transit. Other schools in the district are occasionally tisited by the master that do not contribute to

he funds of the Central School. 30.-None.

31.-No.

32.—One week at Easter, six at Midsummer and two at Christmas.

33.—£. 154. 4 s. 8 d.

34.—The artisan classes meet on Monday, Rednesday, and Friday evenings at 6.45, leaving #9.30. Fee 6 s. per quarter. The ladies' class mets on Tuesday and Thursday mornings at 10, eaving at 12. Fee 10 s. 6 d. per quarter. Young entlemen under 16 are admitted to study in this class.

35.—One.

36.—£. 120 in 1863; 2 s. 3 d. is paid to the master; the remainder for defraying the expenses of the school.

38.-134.

39.—49.4 male, and 34.4 female.

40.-Male Students:-

3 attended 1 month. 8 attended 6 months. ,, 2 months. 10 29 " 4 15 3 3 23 23 42 22 9 23 23 5 ,, 25 10

41.-Female Students:-

5 attended 3 months. 1 attended 7 months. 3 ,, 5 ,, 1 ,, 9 ,, 6 ,, 6 ,, 10 ,,

42.-486.

43.- 35.

44.—No.

45.—We use none.

46.—We have no printed form; but the following is a copy of the written rules set up in the school :-

1st. That the students be punctual in attend-

2d. That, on entering the school, they take their places without noise or confusion.

3d. That there be no unnecessary talking or moving about, and that each student attends diligently to his work.

4th. That, without a sufficient excuse, no student shall leave the school before the hour of

closing.
5th. That any student wilfully infringing these rules be suspended for one week, and for a repetition of the offence, dismissed from the school.

6th. That in the event of casts, examples, &c. being damaged or destroyed by the students, they be replaced at their expense.

7th. That no examples be taken out of the

school without special permission. 47 .- Not being aware of the necessity of this, no register has been kept.

48.—In the main it is adhered to; but we oc-

casionally conform to circumstances.

49.—Those examples authorised by the Department are used by the students of the general classes; but in the special class some foreign examples of landscape and figure are used.

50.—None

These returns embrace the examinations of 1857 and 1862 inclusive. Of the award of medals made to this school has no precise information. 3 N 4

App. No. 16.

50.-- None out of the school; but plants have been brought into it.

51.—They are labelled, but inventory cannot

be found; will be inventoried shortly.

52.—Generally; but all the books are not in the inventory, but they will be inserted.

53.—One. 54.—None.

55.-Not in 1863; but Mr. Muckley, head master of the Manchester School of Art was formerly a student in this school.

56.—The master has not done so in 1863, but has in former years. We are not aware of any student that has done so; but believe it very probable in previous years.

57.—The exhibition of the works executed 1863 were shown in January 1864; attended

58.—About 3 l. given to nine students.

59.—For elementary design, studies of orn ment, both shaded and in outline. 60.—80 are known; but the actual number

cannot now be ascertained.

61.—20 are known, but the actual number cannot be ascertained.

63.—Cannot be ascertained, as no register these has been kept.

64.—One.

STROUD SCHOOL OF ART.

1.—Stroud School of Art.

2.—The two upper storeys of a house, the ground-floor of which is occupied as a shop or warehouse.

3.—Four.

4.-40.

5.—The rooms are too low in the ceiling to admit good light by day; the ventilation in the evening classes, when gas is consumed, is very defective.

7.-No.

8.—£. 20 a-year.

9.—To a private person, Mr. Mills.

10.—Not known.

11, 12.—No. 13, 14.—No; a small circulating collection of objects for study would be desirable.

15, 16, 17, 18.—No.

19.-No; we should be sure to lose by it,

under the present arrangements.

20.—Yes; we have borrowed paintings, but the collection placed at our disposal is so limited, and contains so many bad works, that we have but seldom availed ourselves of the privilege.

21.—Exclusive of the examples, books, and objects which we have obtained by the payments on local medals awarded to the school; the only ones we have been presented with are "Bradley's Geometrical Drawing," one cast, and a few shading examples.

22.—We have about a dozen books which we allow the students to consult, and which we have obtained on medals, but nothing extensive enough

to constitute a library, 23.—We have no books presented by the Committee.

24.—One book.

25.—The master is John Kemp, and he has obtained three certificates, viz., 1, 2, 6 a.

26.—Twenty-eight months.

27.—£. 120, to the best of his knowledge; in return for which, he has taught in public schools, district art schools, and in the central one at South Kensington.

28.—The master visited London in 1862, at the expense of the Department.

29.—Fourteen hours per week.

30.-Nil.

31.—No.

32.—A fortnight at Christmas, a week at Easter, and seven weeks at Midsummer.

33.—The master works the Gloucester School of Art as well, and his income is stated in full the return belonging to that school; his incor from the Stroud School of Art is 50 l., exclusive of travelling expenses.

34.—Day class meeting on two days per week from 2 to 4 p.m., paying 15 s. per quarter evening class on two days per week, from 7 9.30, paying 5s. per quarter; Saturday class meeting once a week, from 10 to 12, paying 5 per quarter.

35.—We have had one pupil teacher, but the conditions attached to obtaining local schol have rendered such appointments impracticable.

36.—£. 99. 15 s.; out of which the master h received towards salary and travelling expens 56 l. 13 s. 7 d.; and the rent and other expens were 53 l. 1 s. 10 d.

37.-Nil.

38.-127.

39.—Seven months out of ten.

40.—Male Students:—

1st Quarter, 34 3d Quarter, 39 4th 41.—Female Students:-

1st Quarter, 31 3d Quarter, 2d 50 4th 99

42.-270.

43.—24.

44.—None but prize students.

45, 46.—None exist.

47.—No registers are kept.

48.—We constantly pass over some of t elementary stages when the pupil shows talen to do otherwise would retard their progress. seldom use stage 6 a, the examples provided f that stage being very inferior. In stages 4 and 6 a, and b, we use different examples from those supplied by the Department, which are very inferior, with one exception, to those supplies in stage 6 b, which, however, have the defect absorbing too much time. We use French lith graphs, such as are used in the French Schools Art.

50.—None whatever, and such would be ver desirable.

51, 52.—No.

53.—No; we have not thought about it. 54, 55.-None 54, 55.—None.

56.-No.

57.—An exhibition was held in April 1863, which was attended by 500 people.

58, 59.—No such prizes exist.

The Stroud School of Art has been estab-

lished three years, during which time it App. No. 16. has received the following awards (this does not include this year's awards):-

60.—24 first-grade prizes. 61.—22 second-grade prizes.

62.—33 Departmental local medals.

63, 64.—Nil.

TAUNTON SCHOOL OF ART.

1.—Taunton School of Art.

2.—A separate building.

3.—Three.

4.—About 70.

5.—Satisfactory.

8.—Rent, 30 l. per annum.

9.—The executors of the late Wm. Beadon,

11, 12, 13.—No. 14.—Objects for study and grouping kept in a lass case.

17.—No. 18.—Yes.

19.—Yes, in 1859; there was no pecuniary os, and no profit, but the exhibition was adnantageous to the school in various ways.

20.-No, from lack of accommodation, and the

expense of carriage.

21.—Publications:—Owen Jones's Grammar of Ornament; Waring's Examples of Italian Art; the Arundel Society's Plates, framed; Gruner's Onamental Art, St. Stephen's, Westminster; Elements of Practical Geometry, by T. Bradley; J.D. Harding's Lessons on Art. Electrotypes: ewelled tazza; Liege tazza; nedieval plates; two beakers and covers; Imhoff unkard; needle-case; cinque-cento salver; tazza, Judgment of Solomon; a knife imitation of ivory andlestick, Loulages collection; nautilus shell, nounted; casts of six carvings, by Fiamingo.

22.—No.

24.—None.

25.—Archibald Gunn; Certificates, 1st, 6a, 6b,

26.—Between two and three years.

27.-No account kept.

28.-July 1860, and 1861, London.

29.—About 26 hours.

30.—Very few, and only from indisposition. 31.-No.

32.—Summer vacation, two months, June and dy; Christmas, 14 days.

33.—£. 289. 3 s. 5 d.

34.—Number of classes, &c.:-

Fees per month.

Class A, ladies, 10 to 12 a.m., 6 s. and 8 s. 6 d.Class B, gentlemen, 10 to 12 a.m., 6 s. and 8 s. 6 d.

Class C, tradesmen, 7 to 9 p.m., 4 s. Class D, artizans, 7.30 to 9.30 p.m., 2 s.

Class E, teachers, 7 to 9 p.m., 1 s.

35.—None. 36.—Total amount of fees, 340 l. 4 s. 6 d. To the master, 289 l. 3s. 5d.; Committee, 51 l. 1s. 1d. 37.—No occasion found for specific rules.

38.—Females, 47; males, 53.

39.—About 70.

40.-Male students:-

9 attended 10 months. 5 attended 4 months. 3 ,, 9 ,, 13 ,, 3 ,, 23

41.—Female students:—

9 attended 10 months. 8 attended 5 months. 99 ,, 4 3 8 39 6 99 99 99 7 33 5 99 99 6

42.—310 children of poor-schools.

43.-59.

44.—Four, on account of prize studentships; and a number of children in the parochial schools; on account of poverty.

45.—None used.

46.—None printed.

47.—Too numerous and varied to be specified.

49.-Elementary studies of landscapes, &c., not supplied by the Department, but required by the morning classes, composed chiefly of those who study art as amateurs.

50.-A retired nook on the banks of a stream, abounding in wild plants of luxuriant growth, is kept as a garden for the use of students in the School of Art.

51, 52.—Yes.

53.—No.

54, 55, 56.—None.

57.—In May; about 500 visitors.

58.—Last year only 2 l. 2 s.; two students.

59.—Drawings from nature.

60, 61.—No account kept.

62.—132.

63.—No account kept.

64.—Eight.

Wm. Arthur Jones, Hon. Sec.

TRURO SCHOOL OF ART.

Truro School of Art.

2.—The school is in a room of the Truro avings Bank.

3,-One.

4,-100.

0.53.

8.—Free of rent.

9.—Trustees of the Truro Savings Bank.

14, 15, 16, 17, 18, 19, 20.—No.

21. From

App. No. 16.

21.—From time to time a few for the use of the school.

22.-No.

24.-None.

25.-R. Griffiths; 1st and 6th. 26.—Present master three years.

27.-£.116.

28.—London, July 1862.

29.—In school of art, 11 hours; public schools, seven; private, seven.

30.—None.

32.—On an average four weeks a year; in 1863

33.—£.73. 11s.

34.—Ladies, morning, 11 to 1, 5s. or 6s. monthly; female, evening, 7 to 9, 1s. monthly; male, evening, 7 to 9, 2s. monthly; mechanics, 8 to 9, 8 d. monthly.

35.—None at present.

36.—The fees average about 15 l.; formerly the committee reserved one-fourth; now, all is given to the master.

38.—Females, 15; males, 29; total, 44.

39.—Females, three months; male, months.

40.—Male students:

1 attended 10 months. | 11 attended 3 months, 8 7 ,, 2 23 5

41.—Female students:

2 attended 4 months. | 5 attended 1 month. 5 4 ,, 2 22

42.—300. 43.-46.

44.—Teachers in public schools, about half-a. dozen.

47.—15 works competing for medals; stages 2 b, 8 a, 8 b, 14, 18, 23.

49.—Some heads and landscapes are used that are not supplied by the Department, because preferred by the students who desire to produce pictures.

50.—Plants and other natural objects are lent to the school, and the master occasionally goes

out with the students.

51.—Yes.

52.—Inventoried.

53, 54, 55, 56.—No.

57.—Usually once a year; attended by some hundreds on some occasions.

58 to 64.—None.

WARMINSTER SCHOOL OF ART.

1.—Warminster School of Art.

2.-No; part of Warminster Athenaum.

3.—Two.

4.-40.

5.-Yes.

8.-£. 15. 9.—To the members of the Warminster Athenæum, as tenants under the Marquess of Bath.

10.—There is a mortgage on the Athenæum.

11, 12.—No.

13.—Yes.

14.—No. Yes.

15, 16, 17, 18, 19.—No.

20.—Certain water-colour drawings and sheets of design have been borrowed.

21, 22.—No.

25.—George Ryles, two; first and sixth.

26, 27, 28.—See Andover.

29.—12 hours and a half.

30.—None.

31.—No.

32.—Passion and Easter weeks, July and August, and Christmas and New-year's weeks.

33.—See Andover.

34.—Day classes. Monday, 2.30 to 5 p.m.; Tuesday, 9 to 10, 10 to 11, 11 to 1 a.m. Evening classes, Monday, 7 to 9 p.m.; Tuesday, 6.30 to 8.30 p.m. Fees: Morning classes, 2/. 10 s. per annum; evening classes, 2 s. per week.

35.—One.

36.—See Andover.

37.—None.

39.—Six months.

40.—Male students:—

4 attended 10 months. 1 attended 5 months. 2 4 9 99 33 6 7 3 23 99 6 4 23 22

41.-Female students:-

6 attended 10 months. 2 attended 4 months. 3 ,, 1 ,, 9 ,, 1 ,, 6 2 6 99 99 2 5 22 39

42.-201.

43.—48.

44.—One, as pupil teacher.

47.—27. In stages 2, 3, 4, 5, 6, 7, 10, 11, 12, 3, and 15. Inspected.

13, and 15. Inspe 48, 49.—None.

50.—No necessity for any, the country itself affording abundance of specimens.

53.—No. Yes.

56.—None.

57.—One, March 1863. About 400.

58.—None.

60.-27.

61.—12.

62.—Eight.

63.—Two.

64.-None.

Thomas E. Crallan, Secretary.

^{*} Some of the schools being out of Truro, take a whole day to visit them.

WARRINGTON SCHOOL OF ART.

1.—Warrington School of Art.

2.—The school is held in a part of the museum and library building.

3.—Three class rooms and a master's room.

4.—They are very much crowded with our

present number; 137 students.

5.—Space deficient; arrangement and lighting fair; warming and ventilation very unsatisfac-

6.—We have not the funds needful to take any

steps. 7.—No grant. The museum and library have a halfpenny rate.

8.—23 l.

9.—To the Corporation.

10.—An annual sum of 501. for 30 years.

11.—The Corporation contributes nothing.

13.—The museum has three times the space of

the school of art.

14.—We have the objects granted by the Department for the 18 new medallions we have taken, and for 181 local medals, arranged in cases in the school-room. A very great extension of this collection desirable.

15.-We are too poor to have taken any mea-

16.—By the Department only, as above stated. By no one else.

17.-No; our funds are swallowed by current expenses.

18.—Yes; vide answer 14.

19.—Never; it would entail a loss we dare not incur.

20.-No; we have no means of selecting them.

21.—One art directory, three almanacs.

22.—A very small one.

23.—We have no books lent by the Board of Trade or by the Department.

24.—None.

25.—Mr. J. C. Thompson, with 1st and 2d certificates.

26.—Two years, nearly; November 1853, to October 1855.

27.—About 100 l.; not more it is believed. No memoranda existing.

28.—No such visits in 1863.

29.—57½ hours; much overworked through want of assistance.

30.—Not more than two days since October 1855.

31.—No, not beyond the ordinary attendance books, which he keeps himself.

32.—One week at Easter, six weeks at Midsummer, and two at Christmas.

33.—330 l.

Males: Wednesday, 34.—Public classes. Thursday, Friday, and Saturday, from 7 to 9 o'clock p.m. Males and females: Wednesday, 4 to 6, and Saturday, from 2 to 4 o'clock.

Special classes: Every Thursday and Saturday, from 10 to 12 o'clock a.m., and from 4 to 6 P.m. Fee: One guinea per quarter, commencing from any date, and consisting of ten weeks, either two or four lessons being taken weekly. Students under 14 will be taken through the elementary course in the special classes for halfa-guinea per quarter.

35.—One local scholar since October 1863;

two pupil teachers up to that time.

0.53.

36.—Fees for 1863, 148 l. 4 s. 6 d.; half paid

to the master, half to the committee.

37.—Rule 11: "Every student to attend punctually and regularly. The master to report cases of irregularity to the committee.'

38.—137.

 $39.-55\frac{50}{137}$ times.

40.—Male students:—

26	attended	11	months.	16 a	ttended	5 months.
10	99	10	99	7	. 39 4	4 ,,
3	99	9	22	5	22	3 ,,
3	. 99	8	99	9	. 99	2 33
A	99	. 6	9.9	4	33	1 99
**	99	O	99	1		

41.—Female students:

	T CHILDY	Oppuro	CILUD .				
5	attended	11 m	onths.	14 at	tende	d 5 m	orths.
14	39	10	29	2	22	4 .	93
2	99 "	9	. 23	2	99	$3\frac{1}{2}$	23
2	99.	8	25	1	99	3	22
5	99	71/2	22	3	25	21/2	99
3	33	7	99	1	99	2	99
1	99	6	22	2	33	13	99

42.—1,113.

43.—228.

44.—No exemption.

45.—We have none. They are entered in the manuscript register, and sign to fulfil necessary conditions.

46.—Rules and regulations for students:

1st. The admission fee of each student to the public classes shall be 2s. per month, and to the select classes, one guinea per quarter, excepting students under 14, who will be taken through the elementary course at half-a-guinea per quarter. All fees payable in advance.

2d. The months shall commence on the first Wednesday in each month; the quarters at any time, 20 lessons making a quarter, and the students having the option of taking two or four lessons weekly.

3d. Each student, on admission, shall have his name entered on the school register, and his attendance regularly marked by the master.

4th. The classes shall meet at such times as shall be directed by the committee; a list of the classes and times of meeting to be posted in the

5th. All students on entering the school shall join the elementary class if so desired by the master.

6th. Every student to provide such drawing boards and other materials as may be required.

7th. The students are required to sit down immediately on entering the school, to conduct themselves with order and regularity, and not to talk or move about unnecessarily. All cases of misconduct in the school to be reported to the master, who is responsible to the committee for the maintenance of proper order and attention to study in the school.

8th. Any student who in any way injures the property of the school to be held responsible and

pay for the damage. 9th. No student to handle or misplace any cf

the casts or examples. 10th. No student to leave without permission of the master during the business of the class.

11th. Each student is expected to attend regu-302

App. No. 16. larly and punctually; the master to report cases of irregularity to the committee.

12th. Vacations to take place at Christmas and Midsummer, and to consist of two weeks at Christmas and six weeks at Midsummer.

13th. Any serious infraction of the rules in the school to be immediately reported by the master to the committee.

14th. Notice is required before a student leaves the school. Such notice not being given, the new quarter or month commences the day after the conclusion of the previous quarter or month.

15th. A student who retains any of the school examples, though not in actual attendance at the school, will be required to pay the ordinary quarterly or monthly fees.

47.—Number of works executed during the year, and the stages of instruction to which they

NOIC	²⁴ 5 •
No.	_fn
	Stage Outlined from the flot
8	26 Trajan frieze and tarsia - Outlined from the flat.
4	3b Madeleine pilaster and two round.
	pilasters of Louis All
5	4b Antique column Shaded from the flat.
1	5a Models and objects ,, round.
1	54 For plant · · · · ·
3	6a Laocoon and Farnese Hercules Outlined from the flat.
1	6b Study, after Mulready Shaded ",
1 2	7b Flowers " " "
ĩ	8b1 Mask , round.
i	220 21 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
2	9a Anatomical study of Disco-
	bolus of Naucydes - J " Outlined from nature.
13	Total Total Comments of the Control
4	
7	12a Thistle leaf, pomegranate, } ,, round.
	and egg plant, &c J
4	19a Flowers " flat.
7	13b Landscapes "
3	14a Study of still life ,, nature.
1	14h Landscape ''
9	17a Human figure " flat.
3	17b Human figure ,, nature.
	,,

No.	In
	Stage
1	18a Elementary mask Modelled from round,
2	19d Busts " " " " " " " " " " " " " " " "
3	19d Busts - nature 22a Treating natural objects ornamentally.
4	22b Ornamental arrangements in monachrome, the space and plant given.
4	22c Ornamental arrangements in colour, the space and plant given.
1	22d Historic styles of ornament, painted.
8	23c Surface designs.
-	
101	

The above is a list of works that have taken local medals on national medallions only. The register of other works executed is kept. The master is much overworked as it is, and further book-keeping is impossible without further help.

48.—No deviations.

49.—We have none of any importance, but

some are very much needed.

50.—Plants are daily brought into the school, at considerable expense, and all the work done

51.—Partially labelled, completely inventoried.

52.—Yes.

53.—There were seven "free students" in 1863, and it is desirable they should be continued. 54.—Samuel L. Fildes, national scholar.

55.—None in 1863.

56.—None but S. L. Fildes.

57.—One exhibition. Visitors upwards of 4,000.

58.-None.

60.-408.

61. - 192.

62.-240.

63.—33. 64.-18.

> E. Brewtnall, Honorary Secretary.

WATERFORD SCHOOL OF PRACTICAL ART AND DESIGN.

1.-Waterford School of Practical Art and De-

2.—Not in a separate building; part used as a savings bank.
3.—Three.

4.—About 100 in one class.

5.—Yes.

6.—Already answered.

7.-No.

8.-No rent.

9.—The Trustees of Savings Bank.

10, 11, 12.—No.

13, 14.—No; very desirable.

15.—£. 20, the overplus of Art Exhibition of 1858, has been placed in bank with the view of accumulating for the purpose of a collection.

17.—Yes; fund mentioned in No. 15.

18.—Yes, as prizes for national medallions and local medals.

19.—Yes, in the year 1858. Profit from museum and exhibition of local contributions of works of art, 40 l.

20.-No; because suitable articles could not be obtained, as would appear from time to time.

21.—Objects received to 1863:-

Robertson's Treasury of Ornament. Bradley's Geometrical Drawing. Bin's

A set of photographs from Raphael's drawing. Warren's frescos, decorations of Italy. Guner's Book. Guner's Book.

A set of photographs of portion of Raphael's cartoons.

Martyrdom of St. Sebastian (Arundel Society).

Jones's Grammar of Ornament.

Set of six photographs of cartoons.

Cast of blackberries. , apples.
Anatomical figure.
Cast of dancing girl.
,, vine leaf. mask of a child. Landscapes, Pyne, &c. Cast of hands. (child's). 22 hand. feet. thistle. open hand. vine branch. a cow.
outlines of animals. Bonomi's Proportions.
Manual's Surface Ornament. Cast of pomegranate.
Outlines of common things.
Tankard Franchi (S and O).

Nautius shell
Suit of armour (bronze).
Cellini Windsor shield (Elkington).
Cup on ball feet (G. and O. Elkington).
Helmet Franchi (bronze).

Photographs of Turner's Liber Studiorum. Modern French casket.

Nautilus shell

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One set of Burchett's photographs of Tudor family, from
661 to 688.

Engineer's Drawing Book.
Lindley's School Botany.

Bernard's Landscape Painting.
Linear Drawing Copies.

Cast hand with scroll.

Mask of Daughter of Niobe, No. 462.

"""
No. 462a.

Mask of child, from nature.

"Cast of egg plant, pomegrauate, and bird.
Dickey's Familiar Free Hand.
Davidson's Elementary Drawing.
De la Rue's
Simpson's Out!

One copy Burlett's Treatise on Among of Colour.

One Burke on the Sublime.

Strutt's Dresses and Habits.

Dresser's Art of Decorative Design.
One Carlo Amoretti on Painting with Life of Dalinci.

Mosley's Mechanical Principles of Engineering and Architecture.

Burnett's Life and Works of Rembrandt.

Dobson's and Garlett's Students' Guide to the Practice of Measuring and Designing Artificers' Work.

22.-Endeavouring to form one by means of

23.—Received no books from the Board of frade; have from the Department.

24.—Not any.
25.—Samuel M'Cloy, appointed before the

26.—One year and four months as scholar in London school.

27.—£. 40 per year as scholar. 28.—In 1855, 1856, 1857, 1858, 1860, and 1862, partly at the expense of Department.

29.-30 hours.

30.—Not any.

31.-No.

32.—One week at Easter, six weeks Midsumper, and two weeks Christmas.

33;-£. 140.

34.—Morning classes from 11 to 1½ o'clock, wo days. Evening classes from 7 to 9 o'clock, ree evenings. Portlaw class, one day in week, m 2 to 5 o'clock. Morning classes, 10s. 6d.; rening classes, 6s., 5s. 3d., and 3s. 9d.; Portiw, 10 s. and 3 s. 6 d.

35.—Six free students.

36.—£. 56. 6 s. 3 d. from central school; paid aster his proportion of same, 46 l. 8 s. 9 d., re-ainder in expenses of school. 30 l. from Portw branch; all to master, 30 l.

37.—No particular rules.

38.—109, including free students.

39.—About 25.

40, 41. - Number of males and females who attended the school in the year 1863:-

Number.	Name of Class.		January.	February.	March.	April.	May.	June.	Julye	August.	September.	October.	November.	December.
40	Males	64	10		14		15	15	ation.	acation.	8	8	10	21
*1	Portlaw Branch:	in .	25	31	31	31	25	25	Vacati	Y.a.	20	31	35	26
-	Males	-	15	11	11	11	11	11	- man		14	14	18	18
-	Females	-	13	10	10	10	10	10	-	-	11	11	13	13

42.-380.

43.-17.

44.—Not any.

45.—No form used.

46.—No printed rules in small type. Rules

placarded about the school.

47.—Cannot state number. The number in competition for medals was 17:—two in stage 2b, two in stage 4 b, three in stage 5 b, one in stage 10 b, two in stage 15 a, two in stage 14 a, one in stage 22 a, one in stage 23 c, one in stage 5 a, two in stage 12 a.

48.—No deviation.

49.—Not any.

50.—Plants, flowers, and objects of nature brought to the school occasionally. Sketching outside.

51.--Yes.

52.—Not yet.

53.—Not any; very desirable.

54, 55.—Not any.

56.—No.

57.—A local exhibition in October 1863, attended by 982 visitors.

58.—Not any local funds.

59.—Answered.

60.-109.

61.-101.

62.-108.

63.-31.

64.-12.

WOLVERHAMPTON SCHOOL OF ART.

-Wolverhampton School of Art.

2.-A separate building.

3.—Three.

4.-300.

5.—Yes.

7.-None, though one was promised previous the commencement of the building.

8.—At present 80 l. per year.
9.—The trustees of the old management.

10.—Yes, a very considerable one.
11, 12.—No.

13.—Yes, very good accommodation for a meum; it is desirable.

14.-None.

5.—No.

16.-None.

0.53.

18.—Yes, a few.

19.—Not during the present management.

21.—A few books, examples, and casts.

22.—Very small.

24.—None.

25.—C. T. Sturtevant; three certificates.

26.—About two years.

28.—Not at all in 1863.

29.—16 hours independent of out schools.

30.—Unable to say:

31.—No.

32.—Six weeks at Midsummer, a week at Easter, and two weeks at Christmas.

33.—See Dudley.

3 0 3

34.—The

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34.—The course of instruction comprises:—

Elementary free-hand drawing; shading from the flat and the round; free-hand drawing from casts, natural objects, and from the figure, &c.; geometrical and perspective drawing; mechanical and machine drawing; architectural and anatomical drawing; painting in oil, water colours, and crayons; exercises in composition, and in original designs, for decorations and manufactures; modelling, &c.

Class hours and terms:—Morning ladies' class

Class hours and terms:—Morning ladies' class—Tuesday and Thursday, eleven till one; terms, 1l. 1s. per quarter. Afternoon ladies' class—Tuesday and Thursday, two till four; terms, 10s. per quarter. Morning gentlemen's class—Tuesday and Thursday, eleven till one; fee, 1l. 1s. per quarter. Evening classes—Tuesday, Thursday, and Saturday, seven till nine (two nights, 5s.); fee, 7s. A special class on Saturday

afternoon, from two till four.

Lady pupils of the morning class will have the privilege of attending for practice during the afternoon; and ladies of the afternoon class can (at the discretion of the master) be admitted to the evening classes on two evenings in the week; pupils of the morning classes will have the like privilege. Students of the evening classes can enter for a month, by paying 2s. subscription instead of 5s. per quarter, in which case they will have to pay an entrance fee of 2s. each. By an arrangement with the Science and Art Department, school mistresses, masters, and pupil

teachers of poor schools, who wish to qualify themselves to teach drawing in their schools, will be admitted at reduced fees, namely:—For masters and mistresses, 10s. per annum; purple teachers, 2s. 6d. for one night per week, or half fees for three nights. Annual subscribers of 2l. 2s. and upwards can nominate two, and annual subscribers of 1l. 1s. one student, who will be admitted, as before, at half price. All fees paid in advance. A register of attendance is kept, and may be inspected at any time by parents or guardians of students. Application for admission to be made to the warden.

35.—One pupil teacher.

36.—All to master.

37.—None.

38,—136.

42.-648.

43.—37.

44.—None.

46.—No such rules in print.

47.—No register kept.

49.—Lithographic studies and water-colour drawings of landscapes, &c.; because the day classes could not be maintained without.

50.—None.

51, 52.—No.

57.—None.

58.—£. 2; 2.

59.—General conduct and mechanical, 60, 61, 62, 63, 64.—No means of telling,

WORCESTER SCHOOL OF ART.

1.—The Worcester Government School of Art. 2.—Portions of the building used as Inland Revenue Office.

3.—One large school-room, and a separate office for meetings of the committee.

4.—The large room will accommodate about 90 at one time.

5.—Yes.

7.-No grant for the building.

8. -£. 50.

9.-A society.

10.—Cannot say.

11.-No.

12.—A heavy rate is now being levied for the first time.

13.—Space could be set apart for a museum.

14.—There is no museum attached to the school; a museum would be desirable.

15.—No permanent collection has been formed; objects of art are occasionally lent for study by friends and patrons of the school.

16.—A few by the Department.

17.—No.

18.—Yes; the works above alluded to consist of them.

19.—Yes, February and March 1857; a considerable loss was the result.

20.—Not, because there is such difficulty in

obtaining them.

21.—A few books and elementary examples have been received as presents from the Department.

22.-Yes.

23.—The committee have no funds to enable them to add to the library.

24.-None.

25.—G. P. Yeats, three certificates; formerly

James Kyd, one of the old masters, and W Bowen, with two certificates.

26.—Mr. Bowen was seven or eight months i training.

27.—He received 20s. per week.

28.—London, annually, until within the last few years. Paris in 1855; for this, the master had to compete by making designs.

29.—About 30.

30.—Not any that I am aware of.

31.—No.

32.—Easter, one week; Midsummer six weeks Christmas, two weeks.

33.—The old masters having left the school I am unable to furnish these amounts.

34.—Four classes, viz., 9 to 10.30: morning class for artizans, free; 1st morning class for ladies from 10.30 to 12.30, fees 12s. per quarter 2d class for ladies, 10.45 to 12.30, fees 5s. 6d. evening classes from 7 to 9; fees 3s., 3s. 6d. and 5s. 6d. per quarter.

35.—One.

36.—£.151: five-tenths to head master, two tenths to second master; assistant master paid out of the balance.

37.—Constant endeavour to make the school and the school work attractive.

38.—201 males, 57 females. 39.—57 ½ for males, 15 females.

40.—Male students

J.—Male stu	idents:		1/2
January	- 143	July -	- 143 - 144
February	- 148	September	- 141
March -	- 153	October -	_ 156
April -	- 148	November	_ 15±
May -	- 145	December	- 10-
June -	- 145		_Female
		41	-L Cime

41.—Female students:

January	-	39	July -	1 -	29
February	tee	35	September	-	21
March -	-	38	October -		30
April -		38	November	-	21
May	-	38	December		29
June -	èm	23			

42.-815.

44.—Three-fourths of the pupils are nominated by subscribers, at the small fees of 3 s. 6 d. per plarter of ten weeks.

45.—Form of application for admission:

Date

We beg to recommend the bearer,

Name Residence

Age Occupation

who is desirous of studying in the Worcester Government School of Design, in the

Signatures and addresses of parents, employers, of other persons to whom the applicant is known. If nominated, the subscriber's signature is here required .- Nominated by subscriber.

Note. - If the applicant recommended has made any progress in drawing, it will be advisable that he should deliver some specimen of his work along with this letter.

> R. W. Binns, Maurice Day,

Honorary Secretaries of the Worcester Government School of Design, Pierpoint-street.

46.—Rules for the government of the School:— 1st. The school shall be called "The Worces-

ter Government School of Art."

2d. The school shall be open to all the advanages and subject to all the conditions offered and mposed by the Committee of Council on Education through the Department of Science and

3d. The objects of the school shall be:-

1. To afford instruction in art (drawing, modelling, &c.) at the Central School in Worcester.

2. To promote the study of art and aid its cultivation in educational institutions, whether public or private, in the neighbourhood.

3. To establish a permanent Art Museum in Worcester.

4th. Donors of not less than five guineas, and annual subscribers of not less than one guinea, hall be members of the school, with the following privileges respectively:-

1. Each donor of 20 guineas or upwards shall be a life member, and shall have free admission for himself, his household, and five friends (not being residents in Worcester) to all exhibitions in the school and museum, and the privilege of nominating two students

in each year.

2. Each donor of 10 guineas shall be a life member, and shall have free admission for himself, his household, and one friend (not being resident in Worcester) to all exhibitions in the school and museum, and the privilege of nominating one student in each

3. Each donor of five guineas shall be a life member, and shall have free admission 0.53.

for himself and his household to all exhibi- App. No. 16. tions in the school and museum.

4. Each annual subscriber of one guinea and upwards shall have free admission for himself and his household to all exhibitions in the school and museum, and the privilege of nominating one student in each year for every guinea subscribed.
5. Each annual subscriber of half-a-guinea

shall have free admission for himself and his household to all exhibitions in the school and

5th. No member shall have more than one vote at any meeting except the chairman for the time being, who, in the event of equality of numbers on division, shall have a casting vote in addition

to his original vote.

6th. The affairs of the school shall be conducted by a committee, consisting of the president, the vice-presidents, one or more honorary secretaries, the treasurer, and 12 other members, who shall be called, "The Committee of the Worcester Government School of Art."

7th. The president, honorary secretaries, treasurer, and four (by rotation) of the other members of the committee, not being vice-presidents, shall retire every year, but shall be eligible for

re-election.

8th. Donors of 20 guineas or upwards, and annual subscribers of 5 guineas or upwards, shall be vice-presidents; and the Mayor of Worcester and Her Majesty's Inspector of Schools for the district, shall be ex-officio vice-presidents; and such of the nobility and magistrates of the city and county as from their interest in the school the committee shall from time to time select, shall also be vice-presidents; and the vice-presidents shall have free admission to all exhibitions in the school and museum.

9th. The Committee may appoint sub-committees, and make bye-laws for the better government of the school, its members, or officers, and for the furtherance of its purposes and

objects.

10th. The Committee shall meet on the first Wednesday in every month, and on any other occasion when specially summoned by the hon-orary secretaries or any three other members of the Committee, and three members shall form a quorum at all meetings of the Committee. days' notice at least of any special meeting shall be sent to every member.

11th. There shall be an annual general meeting the members to receive a report from the Committee, elect officers, pass the treasurer's accounts, and discuss any questions or transact any business that may be brought before them by the Committee, or by any members who shall have given to the Committee a fortnight's

previous notice thereof.

12th. The time and place for the general meeting shall be fixed by the Committee, who shall give at least seven days' notice thereof by public advertisement.

13th. Besides the general meeting there shall be annually, at such time as the Committee may appoint, an evening meeting, or soirée, of the members, officers, masters, students, and their friends. At this meeting, the prizes, gained by students shall be distributed to them, addresses on art or kindred subjects shall be delivered, and works of the students or any other objects of interest shall be exhibited in the room. The chair shall be taken by the president, or, in his

App. No. 16. absence, by any other nobleman or gentleman whom the committee may select. This rule, whom the committee may select. This rule, however, may be suspended or modified by the committee, at any time and in any way that may seem to them to be most expedient for the welfare of the school.

14th. Special general meetings of the members may be convened by any five members of the committee, or by any ten members of the school; at least 14 days' notice of the time, place, and purpose of such meeting being given to the honorary secretaries, and at least 10 days' notice thereof being given by them in a letter to every member, and also by public advertisement.

15th. The honorary secretaries shall have power to collect and receive donations, subscriptions, and other moneys, and shall pay the same to the treasurer whenever the sums received and in their

hands shall amount to 5 l.

16th. The annual subscriptions shall become due on the 1st of October in each year, and shall be paid in advance. No one whose annual subscription is more than six months in arrear shall be entitled to any privilege of membership.

17th. The students' fees shall be received by the master, and by him be handed over to the honorary secretaries at such periods as the com-

mittee may direct.

18th. Payments to the amount of two pounds or upwards shall be made only by order of the committee, and by cheque to be signed by two of the members of the committee and one honorary secretary.

19th. Payments of less than two pounds may be made by the honorary secretaries, subject to the approval of the committee at the next

meeting.
20th. The scale of fees shall be drawn up by the committee, who shall divide and apportion them in salaries, and shall have power from time to time to revise the scale of fees and salaries.

21st. The appointment and the rate of remuneration from the local fund, of the art-master and his assistants, and all paid officers, shall rest with the committee, subject to such conditions as

may be imposed by the Department.

22d. It shall be the duty of the committee to maintain, through their honorary secretaries, a frequent communication with the Department, and to furnish to the proper officer, at such time as the Department may direct, a report of the proceedings of the school, according to the prescribed form; the master being held responsible for the punctual transmission of such reports.

These reports to the Department shall also be embodied in reports to be presented annually to the members at the general meet-

ing.
24th. In addition to the usual financial accounts, it shall be the duty of the committee to instruct the master to keep a book, showing the name, calling, date of admission, and attendance of each student, and any other particulars which may from time to time be required by the Depart-

25th. It shall be the duty of the committee to afford every facility within their power for the extension of art instruction to other schools and educational institutions in the neighbourhood; and they may grant permission to the masters to teach classes in such schools and institutions.

26th. The school shall be open at all times to the Government inspectors; and the students shall be urged as much as possible to compete for the prizes offered by the Government, or other. wise, for the encouragement of proficiency in

27th. Donations and bequests of books works of art may be accepted by the committee and preserved in the school or museum, with the names of the donors and testators attached; and the donors shall, in consideration of their dona. tions, enjoy such privileges as the committee may appoint.

28th. All property given or bequeathed to the school shall be vested in the committee as trustees for the school, and shall be by them devoted to the encouragement of art in connection there.

with.

29th. In suits or proceedings in any court, the school may sue or be sued in the name of any honorary secretary, for the time being, who shall be responsible solely as representative of the school, and not in his individual capacity.

30th. It shall be the duty of the committee. whenever they shall see fit, to promote, either alone or in conjunction with any other body, the adoption in Worcester of the Public Libraries

and Museums Act.

31st. At every annual general meeting an auditor or auditors shall be appointed, whose duty it shall be to audit the accounts before the next annual meeting, and to assist the honorary secretaries in laying before the members a full statement of the financial position of the school, which financial statement shall be embodied in

the report of the committee.

32d. That the institution may be dissolved by the votes of not less than three-fourths (in number of votes) of the members present at a special meeting of the institution called for that purpose, and at which there shall be not less than 20 members present; provided that the resolufions passed at such special meeting shall be confirmed at a special meeting subsequently convened for that purpose; and in the event of the institution being dissolved, the donations, works of art, and all property belonging to the institution, shall be disposed of in such a manner as may be decided on by such majority of votes as before-mentioned in this rule, but so that such donations, property, and works of art may at all times thereafter remain as a permanent collection for the benefit of the city and county of Worcester, and be available for the purposes of any subsequent institution having objects in view of the same general character as those contemplated by this institution.

33d. No alteration in the rules shall be made except at a general meeting of the members specially convened for that purpose; and it shall be in the power of the committee or any five members thereof, or any 10 members of the school, to convene such special meeting whenever they consider it advisable to alter, extend or abridge the objects and purposes of the school, or to amalgamate it either wholly or in part with any other institution. But the proposition for any such alteration shall first be submitted to every member in a letter from the secretaries; and no such proposition shall be carried into effect unless such letter shall have been sent to every member 10 days before the day of meeting; nor unless such proposition shall have been agreed to by the votes of three-fifths of the members present at such meeting; and shall have been confirmed by the votes of three-fifths of the members present at a second special meeting

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convened as above, at an interval of not less than one month, nor more than three months, after the

47.—In consequence of the masters having left,

I cannot supply this information.

48, 49.—Shaded flowers, animals, and figures, &c., are used in addition to the Department's examples, because, being much more attractive, the students take more interest in their work.

50.—No arrangements are made for out-door teaching, but natural objects, fruit, flowers, game,

&c., are provided in the school.

51, 52.—Yes.

53.—There are none, but I believe it would be desirable to have them.

55.—W. P. Bowen. 56.—W. P. Bowen, for a month. 57.—Exhibition at Christmas for three days and evenings, attended by about 900 persons.

58.—£. 10; 16 males and six females.

59.—General painting, stone carving, modelling, painting from casts, from flowers, and from pictures, original design, &c.

60.—Since 1858, 102 first-grade prizes.

61.—99 since 1859.

62.—Since 1858, 130 medals.

63.—Not registered.

64.—Seven, since 1858.

R. W. Binns, Hon. Secretary.

GREAT YARMOUTH SCHOOL OF ART.

1.-Great Yarmouth School of Art.

2.—In part of a building; part being a private residence with a side entrance.

3.—Five rooms; only use three.

4.--60.

5.—Yes.

8.—£. 35 for both schools, art and navigation. No separate accounts kept.

9.—Mr. Kerrison, of Norwich and Ipswich.

10, 11, 12.—No. 13.—Could spare one room, 20 feet by 30 feet. It is desirable.

14.—No; it is desirable.

15.—Five drawings presented; two pieces of tapestry lent by D. Falcke, Esq., one representng the Marriage of Henry 6th, the other the Queen Margaret and Court.

16.—The Department of Art presented the usual objects on account of the first three national

medallions.

18.—Only O. Jones's Ornament, Perugino's Frescoes, Waring's Italian Ornament, and two electrotypes, as mentioned or referred to in An-

19.—No; but the national medallion drawings

have, in 1859, at a loss of 7 l. to the school.

20.—Only books; cannot afford to go to any expense for the purpose.

21.—The usual examples, models, and objects, as laid down in the Art Directory for schools of

22.—No, unless I count the class-books, &c., resented by the Department of Art, on account of medals obtained.

23.—None added by the committee.

24.—Nine works (14 volumes).

25.—One only, Patrick B. Brophy, with the lst, 2d, and 6 a certificates.

26.—Five years and one month.

27-£. 351.

29.—17 hours; and seven poor schools to visit at least once a month.

30.—None.

31.—No.

32.—Two months (July and August), and one reek at Christmas and one at Easter.

33.-£. 180.

34.—Ladies' special: 101 to 121, Mondays and Thursdays; 8s. per month; 31s. 6d. per session five months; 4s. entrance fee. General day, to 4 same days; 5s. per month; 20s. per session. Artisan class, four evenings per week, 2s. per month; 8s. 6d. per session. Juvenile class, two lessons, one hour each, $2\frac{1}{2}$ to $3\frac{1}{3}$, 2s. 6d. per month; 10s. per session; and eight poor schools.

35.—Two.

36.-£.77 12s. 6d. placed in common fund to make up the guaranteed salary of 100 l. a-year to the master; half the School of Art fees and the whole of the fees from poor schools (the master's share) never having made up the guaranteed

37.—No special rules made for the purpose.

38.—103 in School of Art; 1,110 in poor

39.—Five hours per week.

40 .- Male Students:

19 a	attended	1	months.	6	attended	l 6	months.
13	25	2	99	6	,,	4	23
10	99	3 5	22	3	29	7	99

41.—Female Students:-

6	attended 1	months.	6	attended	6	months.
3	,, 2	99	2	99	7	99
2	,, 3	23	2	33.	8	29
0	99 4	39	1 7	29	9	33
4	,, 0	3)	16	, I	U	23

42.-1,110.

43.—146.

44.—Seven prize students, their fees being paid by the Department of Art. These seven are artisans, two only attending regularly, the others at intervals.

45.-None, only the form of receipt given on receiving his fees, on which the student's name, address, age, occupation, and class are marked.

1st. The course of instruction recommended by the Privy Council to be systematically followed.

2d. Every student is to be well supplied with the necessary drawing materials.

3d. It is imperative that the examples and models shall not be taken out of the school at any

4th. Order and punctuality are strictly enjoined. Five minutes before the termination of each lesson, students will place their drawing boards and copies in racks assigned for that purApp. No. 16. pose, where they will again be found when wanted.

5th. No person allowed to enter the school with his hat on during the class hours.

6th. Evening Classes.—The assistant teacher to have the control of the school during the absence of the master. Disorderly conduct will lead to dismissal.

7th. Pupil teachers of public schools, on condition of regular attendance, will be admitted to the evening classes for half the monthly fees.

8th. Students must not remain in the school after class hours; except when special permission has been given for the purpose of completing important drawings.

47.-Number of works executed during the year, and the stages of instruction to which they

belong:							
		N	o. of				lo. of
		W	orks.			W	orks
Stages	27	-	3	Stages	13a		1
99	3 6	-	1	22	15 a	See	1
55	46	-	4	,,	17 b	-	1
99	56	-	1	,,	22d	-	1
59	6a	-	1	,,	23 a	-	1
	8 6 1	-	2				Section 1
99	8 a	_	1	Studer	ats' wor	ks	20
99	10 a	-	1				-
22	106	_	1				
99	100						

		No. of Works.		No. of Works.
Stages	68	- 1	Stages 22c	- 1
,,	862	- 1	,, 23 c	~ ĵ
29	176	- 1		

Art pupil teachers' works.

48.-We do not go one after the other through all the stages laid down by the Department of Art, but we do learn outlining.

49,—A half-dozen chromo-lithographed landscapes in water colours, chiefly intended for the ladies' special class.

50.-None; students have to buy their own plants.

51.—No. 52.—Yes, they are stamped by the Depart. ment of Art.

53.—No; it is desirable.

54, 55, 56.—None.

57.—No special exhibition has ever taken place, but they are framed and always on exhibition at the school, which is open to the public at

58.—£.2 to three students.

59.—Outlining and shading flowers from nature.

61 - 159.

62.—85.

63.—One.

64.—Three.

YORK SCHOOL OF ART.

1 .- York School of Art.

2.—Yes.

3.—Three.

4.—About 70.

5.—All, excepting the lighting of centre room, which is defective.

6, 7.-None.

8.—Rent and taxes, 54 l. 11s.

9.—St. Peter's Grammar School, in trust to the dean and chapter.

10.-Not known.

11, 12.—None.

13.—Part of the wall-space; it is desirable there should be.

14.--No; it is very desirable.

15.-None.

16.-None, except through national awards.

17.-No.

18.-Yes.

19.—Yes, in 1855; profit about 51.; at that time there were no expensive conditions attached to it.

20.—Yes.

21.—Owen Jones' Grammar of Ornament; Waring's Italian Art, a fictile vase, an electrotype of the Cellini Shield, through the medium of national medals.

22.-Yes.

23.—All have been locally provided.

24.—None.

25.—John Charles Swallow, 1, 2, 4, 6.

26.—Rather more than 12 months; but, previously, a school of design student.

27.—At the rate of 70 l. per annum.

28.—Master only, in 1859, and 1861, to

London. 29.-18 fixed hours for meeting-classes; this does not include much time devoted to the School.

30, 31.—None.

32.—July and August, a week at Christmas, three days at Easter, and Whit Monday.

33.—£. 165.

34.—Afternoon Classes for Ladies:—Elementary Class. - Mondays and Thursdays, 2 to 4; fee per session, of five months, 21 s. The course of instruction in this class includes freehand drawing and shading (from the flat), model drawing and perspective.

Advanced Class: - Mondays and Thursdays, 2 to 4; fee per session, 30 s. The advanced course includes drawing and shading from copies and casts; drawing and painting landscape, the figure, ornament, flowers and fruit, modelling, &c.

Evening Classes.—Ladies:—Wednesdays and Saturdays, 6 to 8; fees, 15 s. per session, of five months. Course of instruction: drawing, perspective, painting and modelling.

Artisans, Mechanics, &c. :- Mondays, Thursdays, and Fridays, 7 to 9. Entrance fee, 28. 2 s. per month; 9 s. per session, of five months, or 17s. per year.

Class for Mechanical Drawing, &c.:—Tuesdays from 7 to 9, and Thursdays from 7 to 9, for practice; fee for the session of five months, 12 s., or 1 l. a year. Students attending the Artisans' and Mechanics' Class admitted on the payment of 9s. a session, or 15s. a year. The object of this class is to give the student a sound practical knowledge of the principle of projection as applied to model, mechanical, and engineering drawing; and to

pable him to form a just conception of solids and ther figures when viewed in different positions; and to give him the power of committing his ideas fmachines and their several parts to paper, so s to render them intelligible to others.

Class for Schoolmasters and Mistresses of Public Schools, &c., and Pupil Teachers meets on Wednesdays and Saturdays from 6 to 8; fees, schoolpasters and mistresses, 8 s. per session, or 16 s. ayear. Pupil teachers, 4 s. per session, or 8 s. a year. All fees must be paid in advance.

35.—One pupil teacher.

36.—£. 93. 3s. 6 d.; public schools, 5 l.; school geachers, 4 l.; central school, 84 l. 3 s. 6 d.

37.-None. 38.-193.

39.—Males, five months two days. Females, 41 months.

40.—Male Students:

10	attended	10 r	nonths.	16	attended	5	months
15	22	9	35	14	29	4	22
8	29	8	99	12	. 99	3	22
10	99	7	99	15	99	2	99
15	99	6	29	19	33	1	23

41.—Female Students:

3 8	ttended	110m	onths.	6 8	attended	l 5 mo	nths.
3	22	9	22	10	22		99
4	77	7	99	4	22 .	3	73
-	22	6	27	ler.	22	2	31
12	97	6	22	-	22	1	93

42.—940.

43.--68.

App. Nd. 16.

44.—Four, who are free students, made by

passing the Departments' papers.
45.—None is now used. The school classes are open to all without question.

46.—None are in existence now.

47.—Not known, but all the stages were represented.

48.—In drawing from the flat. The ladies will

not adhere to the system of the Department.
49.—They consist of landscape and figure lithographs. Reason as above.

50.—The museum, gardens, and greenhouses,

have been rendered accessible.

51.-No; but they are arranged for ready inspection, and in excellent condition.

52.—No.

53.—None; very desirable.

54.—None.

55.—Robert Harley.

56.—None.

57.—In February; two days; about 1,500.

58.—No funds.

60 .- 211.*

61.—110.*

62.-89.*

63.-Not now given at local examinations. Three obtained in national competition.*

64.—Five.*

Edward Taylor, Hon. Sec., York School of Art.

Appendix, No. 17.

PAPER handed in by Sir Charles L. Eastlake, 9 May 1864.

App. No. 17.

To the Lords of the Committee of Council for Education.

REPORT on the Instruction in Art afforded by the Training School for Masters at South Kensington.

My Lords,

HAVING been requested to examine the works executed during the past year in the Training shool at South Kensington, with a view to ascertain the efficiency of the instruction and the soundness of the course adopted for training masers in that establishment, we beg leave to submit be following opinions and suggestions as the result of that examination :-

We have first to observe that while in the higher Schools of Art not only the direction of study, but the technical means employed are, in a great degree, left to the choice of the artist (who is assumed to have previously passed through a preparatory course of instruction); we consider that in normal schools, and in a system of teaching

which supposes constant reference to established rules and uniform training, it is essential to define, as far as possible, the principles, the methods, and the examples to be followed.

Experience has shown the necessity and utility of this system in the art establishment at South Kensington, and, under the circumstances, we are prepared strongly to recommend its continuance.

Our attention was first directed to those elementary studies which are considered necessary for all who intend to become teachers of art, whether with a view to drawing architecture and machinery only, or with a view to painting or modelling. Those elementary studies constitute what is called the first group. It is necessary that a candidate should pass a satisfactory exami-

^{*} These totals include medals and awards made at the examination in February 1864.

App. No 17. nation in this group before he is allowed to enter upon any others.

We think that these studies form a proper introduction to the labours of the art teacher; the result shows that such studies can be well carried out; the specimens submitted having been found to exhibit a remarkably equal and, at the same time, a satisfactory degree of merit.

With regard to that part of the course, in this first group, which relates to modes of shading, we are of opinion that the linear treatment of the shadows might, in its completion, be less apparent, and that the shadow might be more treated as a mass, so as to approximate to the method adopted, in the same course, in shading from casts.

In the next group, in which are comprised the stages of instruction in the various modes of painting, the course adopted seems also suitable to the end. The student commences with learning the use of the brush by means of monochrome painting, or, more strictly speaking, by the imitation of colourless objects. It is desirable that a uniform practice should be prescribed in this part of the course; that attention should be paid to the choice of suitable vehicles, avoiding, in this particular practice, those which produce an excess of gloss; and of such pigments as are fitted to represent that negative depth which, in the imitation of white substances, can alone express the refinements of gradation and the purity of shadows. This study is the more important since a feeling for the negative nature of shade can be better acquired by such means than by the imitation, at first, of variously coloured objects. In the study of gradation and of the expression of substance by means of light and shade, we suggest also that it be impressed on the students that flatness and want of relief in the lights must result from the undue elaboration of forms in the shadowed portions.

In monochrome or chiaroscuro painting, the pigments being few and their combinations simple, it is not required that the light ground should be preserved, nor that the work should be executed at once. But, in the advanced stages of this group, when the student has to deal with coloured examples, the practice enjoined in the school is analogous to the early Flemish method, that of completing the work, by portions at once, on a light ground. This method has our approval; but the imperfections likely to result from it must not be overlooked, such as an occasional want of harmony and keeping in the relation of objects and masses to each other, and to the background. Such imperfections are not inherent in the system, but are likely to arise unless due care be taken to awaken the student's attention to those relations.

In this instance, again, we are in favour of uniformity of system, and are of opinion that the student should be taught to consider the peculiarities and advantages of the special method adopted; since other modes of practice, however good in themselves, may be, in a great degree, incompatible with that method. For example, the chief characteristic of the Flemish practice, as exemplified in the works of many masters of that school, consists in the brilliancy which results from a skilful use of the light ground. This is not incompatible with solidity in the lights; but a similar body in the half-tints and shadows,

however successful the result might be, would be a departure from the system referred to. We have to express our satisfaction with regard to many works offered to our inspection in this group,

The Third Group has relation to the study of the figure, both in chalk-drawing and in the various modes of painting. In this group, which includes most of the highest art-teaching in the school, the anatomical analysis which is prescribed appears to be an excellent means for acquiring the knowledge of the figure proposed, On the whole, the chalk-drawings, both from the antique and from the life, were satisfactory. In the study of drapery we would recommend the use of chalk rather than the brush, but not to the exclusion of the latter. We would also recommend the study of flesh-painting, at first, from some good examples, especially from works of the Old Masters, whose methods of painting are known to be analogous to that adopted in the schools,

The Groups 4 and 5, in which the student is instructed in modelling, seem also to comprehend the requisite practical elements of that branch of art, and the works shown were satisfactory. In Group 5, modelling the figure, the study of relief very properly alternates with that of "the round."

Group 6 contains those special studies which carry out the instruction afforded in the other groups. Among those studies two are more especially useful: architectural drawing, and drawing applied to machinery. In the first of these, the teaching, as indicated by the examples offered, appears judicious, and the works were satisfactory. Of the other we must be supposed to be less able to judge; we can, however, fully appreciate the value of the study of machinedrawing in our great manufacturing towns, and it appeared to us that the specimens in this group afforded abundant evidence of diligence and ac-

In this Group 6 are also included the stages of elementary and applied design. In these the student is directed to the analysis of plants, with a view to the selection of ornamental forms derived from them; he is taught to consider the geome trical bases on which those ornamental details may be best arranged symmetrically; and he has to bear in mind the modifications which may result from the uses, conditions, and textures of the various materials to which ornamentation may b applied. He is at the same time directed to the study and comparison of the historic styles, and is led to observe that the best works of past age were founded upon principles similar to those which have been the object of his attention.

Judging from the specimens offered in this group, as compared numerically with those is some former exhibitions, it would appear that less has of late been done in this section than heretofore. This may have arisen from a desir to ground the candidates thoroughly in those elementary studies which are indispensable as preparatory to essays in invention; but as suc results constitute the distinctive object for which these schools were originally formed, we thin the application referred to should as much as possible be kept in view and promoted.

C. L. Eastlake. Danl. Maclise.

June 1858.

Appendix No. 18.

LETTER from Mr. W. H. Cubley to Sir Stafford Northcote, Bart., M.P.

App. No. 18.

Sir

HAVING observed that, in the House of Commons, you moved for a Select Committee to inquire into the working of the Schools of Art, and as a person interested in the question, I venture to ask your attention to the following remarks.

I believe, when Government first made a grant for Art education, its object was to improve the artizans and mechanics of this country in the principles of design, so as to enable them to com-

pete with other countries.

This object I consider a most laudable one, and one that comes fairly within the duties of a Government; but, sir, when these schools, furnished as they are with Government models, and the masters with Government pay, are made use of by the wealthy as resorts for learning Art as an accomplishment, I can but regard it as a departure from the right principle, and a violation of what was originally intended by Government. The taxation of the country ought not to be increased for the sake of furnishing masters for those who can well afford to pay for them. Government might, with just as much reason, supply the country with men of any other professioncheap doctors, for instance, the public health being of as much importance as the public taste. I am a teacher of drawing, and consequently much interested in this question, and feel that I am subject to a great amount of unfair competition, on one side by the Government schoolmaster at Lincoln, and on the other by the one at Nottingham; I say unfair and unjust, because, as a tax payer, I am compelled to assist in furnishing means to send down these men to enter into competition with me. Besides the prestige which the fact of being sent by Government gives a man is, according to my own experience, sufficient in itself to injure local teachers, many of whom are men of superior talent to those occupying situations as masters of Government schools.

Some years ago a considerable discussion took place at York, at which Mr. Etty took part, and he remarked that the teachers of drawing need be under no apprehension of receiving injury from the Government scheme, as the Government

masters would be confined simply to imparting such instruction as applied to practical purposes. Now, if such had really been the case, there could have been no cause for complaint on the part of the local teachers; on the contrary, all thoughtful men must have approved of the plan, and have done all in their power to further it. Some years ago, when Mr. Labouchere was president of the Board of Trade, I wrote to him on this subject, and the reply I received from him amounted simply to this—that Government could not afford its masters so large a salary as their talent entitled them to, so they must therefore make up their

income as best they could.

To me such an answer seemed anything but satisfactory, and such a one as ought not to be given, for in effect it argued that Government is justified in perpetrating injustice, because it can-not afford to be just. If the manufacturers of a town require the services of a master for a School of Design, and if the Government cannot afford to pay such a salary as such master is entitled to, the manufacturers themselves ought to make up the difference, and not let it be fetched, as it now most certainly is, from the pockets of the unprotected drawing-master; for it is plain if part of the pay of Government masters be derived from the charge of pupils, which would otherwise be received by local masters, the latter in reality furnish the amount of the deficiency. I do not, of course, know whether, in asking for the appointment of this Committee, your object is to have such questions as those above referred to brought under consideration, but if so, I should be very glad to have an opportunity of submitting my views to the examination of the members of that Committee. Indeed, I respectfully submit that it is only right that such opportunity should be afforded to those who, like myself, have had to experience to their cost the ill effects of the working of the present system.

> I am, &c. W. H. Cubley.

Newark-on-Trent, 4 April 1864.

Appendix, No. 19.

App. No. 19.

LETTER from Mr. Alexander Macdonald to the Chairman, dated 26 May 1864.

Training School, South Kensington, Sir, 26 May 1864.

I RESPECTIVILLY beg to call your attention to that part of Mr. Bowler's evidence which refers to the teaching done by the training masters.

It is there stated that the department derives no profit from this service, and that it is solely with a view to afford the students practice in teaching that this duty is required of them. Although to a certain extent this practice may be beneficial, I think it can be shown that it is mainly to carry out the department's scheme of affording art instruction to artisans and children in parochial schools, that the students are so employed, and that the department are enabled, through the training masters, to avoid the necessary demands upon their funds consequent upon this instruction, and this ought to be taken into account when mention is made of the amount expended on the education of an art master.

If the duties of teaching required of the students were intended as practice alone, then surely the amount exacted from each is much greater than the importance of this part of training in relation to their other studies demands; especially seeing that many of the students have been pupil teachers in provincial schools, and as such have had sufficient practice in parochial teaching to render it almost unnecessary in their case.

You will see from the table of statistics respecting students in training, given in to the Committee by Mr. Sparkes, that the average number of schools at present taught by each student engaged in that way, is between five and six; some are employed two days and even more. One man has to give nine lessons weekly, and although Mr. Redgrave has stated that some men would be well employed on a low class of teaching, he seems to have forgotten that this particular student contributes 45 l. (i. e. 5 l. from each school), which sum is paid into the Treasury to the credit of the department.

In the case of the few students who attend the training class, and work for certificates without receiving an allowance, this work of teaching is not considered essential, although they are held eligible for appointment.

One gentleman was recently assured by the head master of his eligibility in this respect, although he had done no teaching whilst in training, and he has been recently employed by the department in the capacity of inspector. His name I can give, if necessary.

With regard to the value of this work of parochial teaching which Mr. Cole has declared to be of little worth and of no account, as a set-off against the amount expended on a training master, the following facts may be cited:—Referring to the table above mentioned, you will find that every student has had, in the course of his training, to teach at least four parochial schools. This work if not done by a training master, would be the work of at least one pupil teacher, in connexion with some local or district school. This pupil teacher would be paid 20 l. by the department, and a sum of 5 l. would have been paid on his account as a

prize student. The payments on the results of four schools under the old arrangement of 3s. and 2 s. would amount to about 10 l. (I find that by taking the payments on the parochial schools in connexion with the Lambeth District School of Art for the last three years, the average payments to each school is 2 l. 10 s. per annum. If I took the results for the last year only, the average would be double.) This makes a sum of 35%. that the department would have had to pay to have this instruction carried out by others than training masters, and if to that we add the 20 l. received by the department from these schools, we have 55% to place against the annual cost of the student which at 15 s. a week (the usual allowance of students while teaching parochial schools) amounts to 39 l., leaving a considerable sum to cover the cost of their instruction in the central school. Even allowing a weekly sum of 20s. to be received by the student, a much higher average than is actually shown by the table, still the entire cost of the student is very nearly covered.

When relieved from this duty the master in training has to take charge of a district school, which requires a much higher class of teaching; in fact, teaching of exactly the same nature as that given by other certificated masters in local schools, and on account of which the department would have had to pay the certificate money and payments on results, according to the arrangements existing previous to the introduction of the new minutes, besides which the department receives one-fourth of the fees from these district schools.

The students engaged as pupil teachers in the central school have to hold their time at the disposal of the students in their respective classes, and, although it would not be easy to say exactly what proportion of their time is occupied by this duty, yet as they contribute to the instruction of students paying fees, a certain proportion of these fees ought fairly to be placed to their credit.

One student, who has the sole charge of the artisan class at South Kensington, states that the amount received in fees from that class for the last half year was 23 l., while his own allowance amounted to 25 l. during the same time. The department in his case, besides receiving the above sum, saved his certificate money and the payments on the results of teaching a class for which the Government aid is specially intended.

The statements therefore made before the Committee that each training master has cost the department from 200 l. to 500 l. must be taken with very considerable qualification.

The question as to whether the department has led us to expect that situations would be provided for us, is, I think, capable of solution.

Most of us formed our ideas of the advantages to be derived from placing ourselves at the service of the department from the representations made to us by the masters of provincial Schools of Art, and until recently we have had no reason to doubt the correctness of these representations; but on the contrary have, by the proceedings of the dedartment, been confirmed in our belief that they mould

would interest themselves to provide masterships for us as we became sufficiently qualified. The fact that masters have continually been appointed to schools by the department, at least that they have been recommended to local committees without any choice being left to them, and not "left to find employment for themselves," as was stated by Mr. Cole, shows that we might reasonably anticipate similar treatment, and we did not consider that it was of the slightest consequence whether the department or the local committee went through the form of placing the master in his situation. In that part of the directories of the department which relates to students in training, it is stated that we must engage to accept the situations to which we are recommended; so that one might justly imagine if we enter into an engagement to teach when required, and to hold our time and services constantly at the department's disposal, that we might reasonably expect to be provided with masterships.

That this view was held by the authorities themselves, whatever they may now wish to affirm respecting the matter, is shown by referring to Question 4425 of the evidence before the Committee, and the answer thereto, in which Mr. Redgrave states, "it was found after a time that we could not find the same employment for females trained that we could for males; there were no Schools of Art of which females could take the charge;" and also to Question 52, where Mr. Cole affirms that "a student is allowed to remain in the school as long as he liked; but if we offered him a school, he was bound to take it, and go at once to it." Although this scarcely agrees with what Mr. Cole states farther on in answer to Question 102, viz., that "the department has no power to say that a master must go, and the local committee has no power to say that he shall go, it shows exactly the notion impressed upon the student in joining the training class, to do which many of us have given up remunerative occupations, and spent that portion of our lives which is of the greatest value to us for establishing ourselves in some profession, in preparing ourselves for situations which there seems now little pros- App. No. 19. pect of obtaining, unless some alteration takes place in the department's mode of procedure. It is useless to say that we are taught a profession, and thereby enabled to make our way on our own account, without any assistance from the department. The amount of practice we have had in any one of the subjects included in the course of instruction is quite insufficient to enable us to compete on anything like equal terms with those who have devoted themselves to one speciality. For instance, the practice we have had in painting the figure is far from sufficient to enable us to earn a livelihood as artists, while architects and mechanical draughtsmen would prefer to employ those who had been accustomed to their special work, rather than one who has only a general knowledge of many subjects. The instances offered by Mr. Bowler of gentlemen not at present in connexion with the department who have done well in consequence of the education received in the training school are, I fear, deceptive. In the majority of these cases the success has been owing to the fact that these gentlemen have had considerable practice in art previous to their connexion with the department, as I have been assured personally by the gentlemen in question.

I therefore beg, on the part of the students in training, that your Honourable Committee will in your report notice the facts of our case, and define our exact position in relation to the department.

We respectfully submit that a body of young men trusting to the department, and placing faith in its promises, have devoted themselves to its service, believing that by placing their time and abilities at the department's disposal for the purpose of carrying out the scheme for the promotion of art education, they were securing an honourable means of subsistence, and that they are entitled to some consideration in consequence of having done so.

I have, &c. (signed) · Alex. Macdonald.

To Sir Stafford Northcote, Bart., M.P.

Appendix, No. 20.

LETTER from Mr. Beresford Hope, addressed to the Chairman.

App. No. 20.

London 27 May 1864.

Dear Sir Stafford,

I ACCEPT with many thanks your kind proposal that I should embody in a letter my views on the condition of art schools, which I have been unable to state in evidence before the Committee of the House of Commons, over which you have presided,

The inquiry seems to have comprehended two questions—the claims of the actual certificated masters and the general condition of art schools and of their masters. On the first head, I have only to express my hope that your Committee may he able to recommend a generous treatment of men who, although they may not have any legal claim, are undoubtedly a very meritorious class, and one which seems to have been rather hardly used.

On the other hand, I must in the first place observe, that an exclusive system of payment on 0.53.

results is peculiarly unsuitable in the case of the systematic encouragement by the State of art education. For payments on results ever to be successful in education, it is necessary that the supply of pupils should keep pace with that of masters. I do not commit myself to the system even in this case, but I willingly admit that much may be said in its favour when the supply of scholars is tolerably certain, and the only doubtful quantity in the calculation is the quality of the teaching. by the nature of things must be the condition of primary education in all civilised communities. All classes recognise to a certain degree the immediate and material advantage of primary teaching; and so all schools may, short of some great fault in their constitution, rely on a constant supply of pupils, regulated as much by the population and other circumstances of the place as by the teacher's capacity. But a similar recognition of the advantages of art teaching does not exist, and cannot 3 P 4

App. No. 20. be expected from the general community. An enlightened few do know that art education is valuable, not merely as an engine of moral training, but as a means of enhancing the commercial value of productions which will in the long run sell better, the better they are designed. It is the voice of this enlightened few, and not a strong popular cry, which has induced the State to encourage art education. It, therefore, stands to reason that the intrinsic merit of the instructor as judged of by that few, and not merely his popularity with the still uninstructed many, ought to be taken into consideration when the State reckons with him for his services. I am far from saying that results should be excluded when the question of his remuneration comes on, but I contend against their being made the foundation of the bargain.

The cheap general drawing school is a useful and humanising institution; but the advantages of the cheap general drawing school are mainly limited by the education of the pupils themselves. Yet by the actual regulations, the cheap drawing school runs a risk of being crowded, while the classes which are intended to train the artizan who is capable of importing artistic feeling into the designs of our furniture, our metal-work, and all the other productions of common life will be in comparison, but scantily attended. What must be the result of this? why of course, that the master whose payment depends on his results will be all attention to the sons and daughters of the working class, who throng the drawing school; and will think but little of educating the artizan into the working artist. It is however clear that the idea of becoming a working artist is one which the artizan, except in rare cases, will be told of rather than think out for himself; and so if the State aid to art schools is intended to be a reality, the State must deal with art teachers as men who have a mission to propagate that which is indeed useful and true, but which may for the time being not be popular. It will have, in many cases, to create and not to supply the want. But payment on results pre-supposes the existence of that want.

The restriction of payments on results to the prizes won by members of the artizan class appears to have been made with hardly a due consideration for the practical working of such a limitation. It may be assumed that one main advantage which the State purposes in the establishment of a series of subsidised art schools is the creation of a general appreciation of artistic forms among the small producers and vendors, and the small purchasers who generally buy what they find-the mass of the people, in short. It must be intended that the carpenters and joiners, the blacksmiths and whitesmiths, the masons and tomb-cutters of our small towns and villages, and of the poorer portions of the great cities should have some appreciation of art,

and that they should find their advantage in offer, ing a good-looking rather than an ugly article, But these persons are tradesmen who would resent being reckoned as artizans; they are emphatically members of the lower middle class, depending for their livelihood on their own enterprise and not upon stipends contributed by any employers. At the same time these tradesmen cannot afford as a general rule, to pay for designs from elsewhere. By the nature of things they must either be their own designers or else work on by rule of thumb in ignorance of the practical applicability of art principles to the things of common life. These are the very men who ought to be secured for our art schools if we mean to diffuse art feeling through the population of our towns and our country places who must to so great a degree be the purchasers of the wares which these trades. men produce. Yet the new Minute directly and emphatically discourages the art training of these small tradesmen when it limits payments on results to the medals and medallions won by persons of the artizan class. I confidently hope that your Committee will report against the maintenance of this restriction in its stringency.

A strong and I believe a just feeling exists among the friends of art schools that sufficient care has not been taken to adapt the instruction in the various towns to the circumstances of their special manufactures. I took the opportunity of representing this to the President and the then Vice-president of the Committee of Council on the occasion of the deputation which led to the appointment of your Committee. Mr. Redgrave on their behalf stated that it had at one time been tried, but had proved a failure. I can only observe on this that there must have been some mistake in the time or the way of the trial. The advantage of such an adaptation is so self-evident that it is surely the bounden duty of those who organise a general system of art education to find some way of putting it into practice.

I refrain from entering into further details; I do not desire to be considered either as an unqualified supporter of the old or antagonist of the new system. On one thing, however, I must insist, that the State is bound either to abstain from giving aid to practical art education—an alternative much to be deplored-or else that it should distribute its grants with a clear perception that in so doing it stands in advance of, rather than follows, public opinion. Its duty, therefore, is to provide and to help in sustaining the best teaching, and leave results to follow.

> Believe me, &c. (signed) A. J. B. Beresford Hope,

Sir Stafford H. Northcote, Bart., M.P.

Appendix, No. 21.

LETTER from Mr. Bale, with reference to Mr. Bowler's Evidence, addressed to the Chairman.

App. No. 21

78, Great Titchfield Street, W., 21 May 1864.

BEG to disclaim entirely the honour Mr. Bowler would do me in citing me as an illustration of the good results which have issued from the teaching of the Department in Parochial Schools. He is certainly very far out in making the statement that I was "originally taught in one of the Parochial Schools."

In the first place, I was never in a Parochial School at all, to be taught drawing or anything else; and, in the second place, the school in which I was taught never had a drawing master from the Department all the time I was in it, nor has it had one to this day.

The school to which I refer is a Grammar and Commercial School of good standing: Archbishop Tennison's School, Regent-street, in which there were two classes of scholars; one of lads who were educated without payment on the Foundation of the Archbishop, and another where quarterly payments were as high as any other respectable Commercial School. I was entered as a scholar in this latter department, and was never on the Foundation.

So far from my being taught here by one of the Department Masters, I was for a considerable time teaching drawing myself; for, on the resignation of the second master, under whom I had studied drawing, I was considered by the principal sufficiently qualified to take the oversight of the Drawing Class until another master should be appointed, and this was before I was connected in any way with the Department.

One other reference to myself in Mr. Bowler's evidence demands notice. He has instanced the fact of my receiving 40 l. per annum on my four certificates for teaching a modelling class, the average attendance on which is 10, the maximum 16, as a proof of the necessity for some interference on the part of the Department in the matter of the certificate money.

Now I think I may very fairly ask, why did the Department appoint me? they had this return before I received my appointment, and therefore knew the size of the class I was to teach; the number of certificates was also no secret, nor was the amount which I should be entitled to receive on them. Why was it not objected then in the first instance that the class was too small for a Special Master?

The truth is, until now it has never been considered a small class; on the contrary, Mr. Burchett and others at South Kensington have expressed their satisfaction to me personally, and also to Mr. Sparkes, that we were able to get together so large a class of modellers at Lambeth, who necessarily are always a small minority in a school, for the same reason that sculptors are so lew in number compared with painters. But on the testimony of Mr. Burchett there has never been such a class in any other school in the metro-

polis. Even in the best days of the modelling class at Kensington, I believe it was never so large as that at Lambeth. At the present moment the male class at Kensington numbers from four to six. Yet to keep up this it is not too much to pay 117 l. 3 s. 4 d., while the Lambeth class, which is influencing a larger number, and that too of practical workmen, who as wood and stone carvers, chasers, die sinkers, &c., bring their knowledge of modelling into their daily employments—a class of students which is not reached by the school at Kensington—is too expensive at 40 l.

By stating, however, that I am in receipt of 40 l. for merely teaching a class, the average attendance on which is 10, and then exhibiting as a fact that these students consequently cost the country the large amount of 4 l. per annum each, Mr. Bowler has misinformed the Committee, having omitted to mention that I have other duties besides teaching this modelling class, some of which are absolutely necessary to my being paid on my certificates. I beg to supply his omissions.

Ever since my appointment at Lambeth, I have taken my share in the instruction of the whole body of the students, while, on two evenings in the week the school is left entirely under my charge. These, it is true, are specially modelling evenings, but the school is open to all students who choose to attend. Many avail themselves of the opportunity; and a life class, one of the most important classes in the school, meets on these evenings. In accordance with the requirements of the Department, I also superintend the instruction in five large Parochial Schools. None of these, however, except the modelling class, from which I receive half the fees, make me any return; and I have always regarded the payment on my certificates as compensation for this large amount of unremunerative work.

Why Mr. Bowler should have omitted my Parochial Schools from his calculation, I cannot imagine. If he had reckoned the average cost of my students, according to the method practised by the Department in preparing its annual returns for the House of Commons, and had included these schools, he would have found that the students under my care cost the Department not 4 l., but a fraction under 1 s. each per annum, or a little more than one-fourth the average cost of students throughout the country.

students throughout the country.

Trusting that this letter may have the consideration of the Committee,

I have, &c.
(signed) Edwin Bale,
Modelling Master,
Lambeth Art School.

Sir Stafford Northcote, Bart., Chairman of Committee on Schools of Art. App. No. 21.

LETTER from Mr. H. A. Bowler to the Chairman.

28 May 1864. Sir,

I BEG to return to you Mr. Bale's letter referring to my evidence before the Committee on Schools of Art. I enclose also a copy of a letter from Mr. Bale to Mr. Redgrave, written in 1854, which shows that his status was then that of pupil teacher, in Tenison's written in 1854, which shows that his status was then that of pupil teacher, in Tenison's School, Westminster; and, on reference to the reports of the Education Department, I find School, Westminster; and, on reference to the reports of the usual kind for pupil teachers, that this school has received Parliamentary grants of the usual kind for pupil teachers, &c., so that I do not quite appreciate the distinction he suggests between his position and that of a pupil teacher in a national or parochial school. I have, however, removed the word parochial, and substituted the name of Archbishon Tenison's School. word parochial, and substituted the name of Archbishop Tenison's School.

Sir Stafford Northcote, Bart., M.P., &c. &c.

I am, &c. (signed) H. A. Bowler.

6, Brook Street, New Road,

Sir,

1 BEG to offer myself as a candidate for examination on the 8th inst.: I have been in

attendance at Marlborough House (schoolmasters' class), since October 1853.

Mr. Bowler has informed me that as I am at present unqualified to obtain a teacher's certificate, not yet being out of my time as a pupil teacher, any marks which I may obtain at this examination will go towards increasing my number when I compete for a Queen's scholarship.

Edwin Bale, (signed) Pupil Teacher of Archbishop Tenison's School, Cambridge Street, Westminster.

R. Redgrave, Esq., R.A.

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3. Definition of Artisans with reference to the System of Payments by Results.

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3. Suggestions by Mr. Wilson for an Amendment of the System.

- 4. Practice in regard to the Expenditure upon Examples, and the Conditions upon which obtained by the Local Schools.
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2. Objections on the score of actual Loss to Masters.

3. Explanation and Approval of the new Principle of Payment. Explanation and Approval of the new Frinciple of Payment.
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